

Sports Premium Strategy Statement 2021-2023 (Year 2 of 3)

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> - PE is highly valued at our school, it has been on the school DEP as a high priority for the past two years (2018/19 and 2019/20) with links to improving physical and mental wellbeing. - Key health messages delivered through wider curriculum including assemblies and Jigsaw. - Provision at lunchtime – sports coach used for a number of years delivering activities to KS2 and Sports Leaders in place for KS1 and KS2 to encourage physical activity (pre-Covid). - Let's Get Healthy initiative (2018-19) continues to have an impact on delivering key health messages - Healthy Heroes groups (2019-20) targeted children for self-esteem/wellbeing focus using sport as a tool to support mental wellbeing. - Staff CPD is planned and delivered on a personalised basis. - Consistent approach to delivery of the PE curriculum – leader created long term plans, knowledge, skills and vocabulary documents, assessment tools used by whole school. - Out of school provision – wide range of clubs offered - Wider opportunities – children have experienced a wide range of sports including skateboarding, volleyball, scootering, yoga, Bollywood dancing etc. - Maintained good links with cluster schools meaning lots of opportunities for inter school competitions. Also links to Hill House. - PE and physical activity continued to be a focus during Covid-19. Provision from the first school closure evaluated and improved for the second lockdown ensuring our children were encouraged to be physically active. - Staff CPD conducted through online modules - Playtime and lunchtime provision on return to school has been a high priority ensuring our children access quality resources which encourage active play - Brain breaks are embedded within the whole school and are used to encourage not only movement but to support mental wellbeing and concentration in lessons. - Children accessed virtual competitions throughout the pandemic. - Links to Scunthorpe United FC to promote reading, work with vulnerable groups on self-esteem and confidence through active English and maths and provide staff CPD. - Embed vocabulary into the teaching of PE - Improved provision of OAA in KS2 with the purchase of new resources. - Improved provision on all playground areas. FS has new equipment to improve gross motor development. KS1 – new playground markings (fitness trails) multi gym 	<ol style="list-style-type: none"> 1. To continue to recognise and enhance the link between mental and physical health through the use of brain breaks, active English and maths, personal challenges, competition etc. 2. To ensure PE vocabulary is used consistently across school, by both staff and children in all aspects of the PE curriculum. 3. To compete in a full range of interschool competitions now that covid restrictions are fully lifted.

equipment to ensure children can meet 30 minutes active per day and resources replenished. KS2 – new playground markings with a focus on PE markings (2 full sized multi-courts to be used for PE and playtime games) and fitness trails. Also a multi gym to ensure children can meet active 30 and replenished resources.	
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Did you carry forward an underspend from 2020-21 academic year into the current academic year? YES

Total amount carried forward from 2020/2021 £6,972.46
+ Total amount for this academic year 2021/2022 £17,850
= Total to be spent by 31st July 2022 £24,822.46

Meeting national curriculum requirements for swimming and water safety	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	83%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	78%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	Yes/ No (Covid dependent) This was planned but cancelled due to Covid

Academic Years: 2021 – 2023 (2021-22)	Total fund allocated: £24,822.46 Total spent: £24,822.46	Date Updated: July 2022
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Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>All children participate in daily physical activity for 30 minutes at school and are encouraged to complete an additional 30 minutes at home.</p> <p>All children aware of the importance of a healthy body and are encouraged to keep themselves healthy and make healthy choices.</p> <p>All children encouraged to improve their physical fitness, have confidence in their ability and focus on their personal best.</p> <p>To ensure children in the FS are physically active as part of their daily provision.</p>	<p>Children should experience daily exercise in addition to 2 hours high quality Monitor to ensure that brain breaks are embedded within daily teaching to enable physical activity and also support mental health/concentration etc.</p> <p>Implement and encourage active playtimes and lunchtimes – playground markings and resources.</p> <p>Discuss provision with FS lead – purchase resources as needed to support this.</p> <p>Use Get Ahead resources to support the children in being active for at least 60 minutes per day.</p> <p>Use of personal challenges to allow children to track their fitness and be able to improve their scores.</p>	Total: £15,319.78	<p><u>In school</u> Personal best challenges have continued this year, each child able to set themselves challenges and strive to be their best. PE equipment used as prizes to motivate and reward ability, effort and improvements.</p> <p>Brain breaks continue to be embedded in school. Recent monitoring shows that 100% of pupils surveyed enjoy brain breaks and can see the benefits. The majority of pupils report brain breaks occur daily. There has been an increase in the amount of outdoor brain breaks including wellbeing walks for some classes.</p> <p>Resources purchased to encourage active playtimes including a moveable climbing trail for FS for physical development objectives. Two fitness trails purchased for KS1 which can be used for active brain breaks and active English with the inclusion of phonics elements.</p> <p>Sound systems purchased for all outside areas – this can be used for dance teaching and also for active breaks/daily WUSU outdoors.</p> <p><u>Monitoring of KS2 playtimes and</u></p>	<p>Continually reinforcing health messages and benefits of exercise for 60 minutes per day. Monitoring shows that children know the importance of exercise and the benefits we get from it.</p> <p>Staff and children know the benefits of regular physical brain breaks and embed outdoor brain breaks throughout school.</p> <p>KS1 and FS – markings and resources introduced late in the term – monitor impact of these in Autumn term.</p>

Supported by:



			<p><u>lunchtimes shows that:</u></p> <p>Year 3: 100% of pupils use the markings between 3-5 days a week. 76% use the multi gym equipment 3-5 days a week. 92% said they achieved active 30 3-5 days per week.</p> <p>Year 4: 84% of pupils use the markings between 3-5 days a week. 74% use the multi gym equipment 3-5 days a week. 100% said they achieved active 30 everyday.</p> <p>Year 5: 88% of pupils use the markings between 3-5 days a week. 76% use the multi gym equipment 3-5 days a week. 100% said they achieved active 30 everyday.</p> <p>Year 6: 76% of pupils use the markings between 3-5 days a week. 56% use the multi gym equipment 3-5 days a week. 100% said they achieved active 30 everyday.</p>	
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Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Children recognise the importance of physical activity in leading healthy lifestyles.</p> <p>PE is inclusive to all.</p> <p>Personal challenges used to set individual targets and reiterate message of doing your best.</p> <p>Children know there is a link between physical health and wellbeing.</p>	<p>Continue to use personal challenges for each year group. Data to be collected on a termly basis. Improvements celebrated and rewarded with sports prizes.</p> <p>WOW events for the whole school and its community –e.g. Colour run.</p> <p>Sports day - Whole school competition used as a reminder of importance of physical activity</p> <p>Encourage the use of wellbeing time for physical activity.</p>	<p>Total: £4170.10</p>	<p>Personal best challenges have continued this year, each child able to set themselves challenges and strive to be their best. Improvements in scores celebrated and rewarded with sports prizes, incentivizing children to try their best by rewarding improvements, not just the highest scores.</p> <p>High levels of engagement in WOW event – colour run. This highly motivates children to be physically active.</p>	<p>Continually reinforcing health messages and benefits of exercise. Monitoring shows that children know the importance of exercise and the benefits we get from it.</p> <p>Personal challenges and brain breaks will continue to be a part of our provision. Children in Y5/6 have expressed it helps them learn and concentrate.</p> <p>Monitor the use of the active slot</p>

Supported by:



<p>Access to Get Ahead Partnership support and resource.</p> <p>Access to SUFC resources using male role models to promote physical wellbeing and mental health</p> <p>Improved confidence and self-esteem of children representing the school in sports competitions.</p>	<p>Explore opportunities with SUFC to use male models to work with children</p> <p>Leader to investigate the possibility of a sports team kit that the children could wear when they represent the academy.</p>		<p>Wellbeing time used for physical activities – enhancing the link between mental and physical health.</p> <p>SUFC worked with a selected number of children for a 6-week block. The focuses for these sessions was varied:</p> <ol style="list-style-type: none"> 1- reluctant readers who would benefit from a male role model. 2- Vulnerable children who would benefit from small group sessions on Active English and maths 3- CPD for staff during whole class afternoon sessions. <p>Discussions with pupils and feedback from the morning sessions was very positive – the children enjoyed the sessions and felt confident in participating in the tasks set.</p>	<p>next year (in replacement of the weekly run) – is it being used?</p> <p>Team kit purchased at the end of the academic year to use during 2022-23. Monitoring of the impact of this to occur next year.</p>
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Supported by:



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Continue to develop CPD to enhance the teaching and learning of PE. Teacher PE skills audit undertaken, individual training needs identified and CPD organised as required.</p> <p>Staff to attend/receive quality training and implement ideas and strategies in their teaching.</p> <p>Staff are increasingly confident in delivering the PE curriculum including the foundation stage.</p> <p>To have a subject led by a well-trained high quality PE leader.</p> <p>To ensure we are up to date on local and national data/information regarding PE and school sport.</p> <p>Staff to deliver OAA curriculum confidently, accessing the online portal for training and using the session plans to deliver high quality lessons.</p> <p>Look at opportunities for further CPD in other sports.</p>	<p>Staff CPD Audit to identify training needs. PE Lead organise CPD for staff as required.</p> <p>Staff continue to use the Primary steps in PE planning to ensure progression of skills and coverage of the PE curriculum</p> <p>Assessment – PE lead to support staff with PE assessments. Monitor data regularly.</p> <p>Staff confident in embedding daily provision for active brain breaks in the classroom.</p> <p>Leader to support staff in KS2 to deliver high quality OAA lessons using the new scheme of work purchased.</p> <p>Leader to look for opportunity to organise taster sessions to support staff CPD in the delivery of the curriculum</p>	<p>Total £370</p>	<p>By attending the Humber PE conference and the termly PE forums, the PE lead accessed data regarding local updates and sharing of good practice. Notes from the conference shared with staff.</p> <p>Staff CPD audit – results from the staff CPD audit shows that the vast majority of staff are confident in delivering the PE curriculum.</p> <p>Staff confidence in delivering OAA resources was good due to the quality online materials they had access to. Monitoring shows that children completed many problem solving activities which developed team work.</p> <p>CPD opportunities in rugby and SUFC – teachers were able to observe sessions and make notes on activity ideas to use to support their teaching.</p>	<p>PE leader confident in the role and able to support others.</p> <p>OAA – next step is to look at a long term overview for OAA.</p> <p>Staff CPD – many staff said they would like Yoga training – this was passed onto the Head and suggested that this could be a staff inset for next year.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To provide opportunities for children to experience a variety of sports and equipment.</p> <p>To provide inspirational experiences for all our children.</p> <p>To enhance the PE curriculum by improving provision of OAA in school.</p> <p>To look for other opportunities to try something new to engage children in sport and physical activity.</p> <p>To encourage more children to attend after school clubs.</p>	<p>Organise WOW events for the whole school and its community –e.g. Colour run.</p> <p>Ensure our outdoor provision encourages the children to be active and for them to access a range of activities catering for different interests.</p> <p>Implement the OAA scheme into long term plan for KS2.</p> <p>Investigate the possibility of workshops/taster days in sports/activities that are new to the children.</p> <p>Investigate the possibility of an additional after school club to encourage more children to participate in sports after school – achieving active 60.</p>	<p>Total £1889</p>	<p>Providing WOW events (colour run) has had a positive impact. Discussions with staff and children show that these events have had a positive impact on the children – showing enjoyment and engagement.</p> <p>Bollywood Dance – this 2 day event included the whole school – engagement in the workshops was high. This also doubled up as a community event which was well attended by parents – raising the profile of PE in school.</p> <p>Queen’s Jubilee Dance workshops –KS1 and KS2. This cross curricular event was very popular with children and the dances were celebrated in assembly.</p> <p>SUFC after school club – this low cost club enabled children to attend the club who may not have attended before. Primarily based on football skills and games, this club has been well attended.</p>	<p>Positive experiences will hopefully lead the children to make independent active choices later in life and encourage them to take up sports outside of school.</p> <p>SUFC after school club – continue this club as it is popular with children and low cost meaning access to sport is easier for parents.</p>

Key indicator 5: Increased participation in competitive sport				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To ensure KS1 and KS2 to take part in a variety of inter school sport competitions throughout the year.</p> <p>To ensure all children are involved in intra school competition.</p> <p>Ensure playground suitably marked to allow for competitions to be conducted on the school site</p>	<p>Staff are aware of the competition calendar and build into planning where possible.</p> <p>Intra school competition calendar in place to ensure all children experience competition at least once a term.</p> <p>Participate in Get Ahead Partnership competitions and other opportunities e.g. Hill House/ SUFC etc.</p>	<p>Total: £3073.58</p>	<p>Children have accessed a small number of inter-school competitions this year due to issues with covid (staffing, bubbles etc).</p> <p>Children have been signposted to weekend events e.g Hill House cross country which some children attended.</p> <p>Sports day took place for the whole school, also with a competitive nature. FS/KS1 competed for individual places and stickers and KS2 were in houses competing for points for the teams. All children awarded certificates and winners awarded medals. Again, developing teamwork, respect and resilience.</p>	<p>Through sport we continue to teach our children about core values such as resilience, effort and teamwork.</p> <p>Next year – increase the amount of competitions attended including competitive, developing and inclusive events.</p> <p>Ensure intra school competitive calendar is followed by all phases.</p>

Signed off by	
Head Teacher:	R.Blakemore
Date:	21.07.22
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Date:	19.07.22
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Date:	27.7.22