

Hesleden Primary School - Sport Premium Report [2021-22]

Details with regard to funding

Total amount carried over from 2019/20	£4,310
Total amount allocated for 2020/21	£21,180
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16,800

Swimming Data

Meeting national curriculum requirements for swimming and water safety.	<i>Children have had double the amount of swimming lessons compared to previous years. We felt swimming was an important life-skill which many children had not practised over the last couple of years due to the pandemic.</i>
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	78%
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?	78%
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

Action Plan and Budget Tracking

Academic Year: 2021/22		Total fund allocated: 16,800		Date Updated: 27.7.22	
Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: 27%
Intent	Implementation		Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:		Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
We want our children to be active throughout the school day. This starts with an active Breakfast Club and carries on with teachers using classroom-based resources when the children first arrive at school (Go Noodle). A wide variety of outdoor resources should always be available to make sure all children are active at both morning and afternoon playtimes. P.E lessons should be structured into the timetable so children are always accessing two hours of quality P.E provision each week. After-school clubs should provide additional opportunities for all children to be active and experience a range of activities for a further hour.	<p>Children in Breakfast Club start the day with a range of active opportunities both in the hall and outside. The vast majority of children in the school are active at both morning and afternoon playtimes. Zones are set up so children can access a range of sports and activities:</p> <p>Zone 1 - Hooping, cricket and tennis, ball skills, skipping</p> <p>Zone 2 – Trim trail (newly-built this year)/tyre park</p> <p>Zone 3 – Large ball games/Loose Parts</p> <p>All children (EYFS-Y6) access P.E lessons for two hours every Thursday.</p> <p>All children in the school have had the opportunity to attend an after-school club for one half-term in the year (Netball, Cricket and Athletics).</p>		<p>£500 Playtime equipment</p> <p>£4,000 Trim trail (contribution to prev. year – delayed installation)</p>	<p>Pupils know that being active first thing in the morning can often boost their mood and energy levels for the rest of the day.</p> <p>At playtimes, children are now able to set up and score their own games after being guided by teachers and lunchtime staff.</p> <p>Children know the importance of being active for at least 30 minutes a day and can speak confidently about ways in which they achieve this.</p>	<p>We are now in a consistent school routine in terms of playtimes and P.E lessons. This will ensure children remain active throughout their time in primary school.</p> <p>We need to make sure we continually monitor playtime resources to keep children engaged in a range of activities and try to introduce new ways in which they can be active throughout the school day.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Children in our school should have a positive attitude towards sport and exercise. They should be aware of ways to keep active and recognise achievements from others in school. Children should be aware of upcoming sports events and how to join a local club if they enjoy a particular sport in school. All children should know that there is a sport/activity which suits everyone and they should have the opportunity to experience those.	Through engaging P.E lessons, children have a positive attitude towards sport and exercise in school. We use award assemblies to recognise children who have performed well in P.E lessons as well as those who have represented the school in competitions. We also try to raise the profile of sport through Twitter – we regularly tweet pictures/information of P.E lessons and intra-school/external competitions. Children are aware of professional sports news as all classes watch Newsround daily.		Sport plays a big part in our school and the majority of children are extremely keen to represent our school in competitions. Parents are aware of the sports/activities children are completing in P.E and have often explored these further outside of school.	Re-instate a pupil voice group dedicated to sport whose main objective would be to raise awareness of sport across the school. Take part in 'Fun Runs' organised by the SSP which will involve the whole school and possibly parents. Use the Sport notice board to display posters of upcoming events, ideas for playtime games and information about local clubs.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				41%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Working closely with the SSP, all staff should have the opportunity to up-level their P.E teaching by working with a sports coach for at least one half-term. P.E lead to attend regular network meetings to stay up-to-date with expectations in P.E. Feedback from meetings to be delivered to all staff.	SSP Coaches support teachers for four half-terms across the year. Every teacher has had the opportunity to work with multiple coaches and up-level their skills in a number of sports. L.S has attended regular network meetings and used staff meeting times to feedback information.	£6,600 SSP £300 – Conference / class cover	Staff feel more confident to deliver P.E lessons in a range of sports after working with coaches from the SSP. Using the OneDrive from the SSP, staff can access lesson plans and videos to deliver more effective P.E lessons when they are teaching on their own.	Discuss with staff members prior to 22-23 academic year – which sports/activities they would still like support with from the SSP. Work closely with new members of staff to ensure they are given additional support from the SSP if required.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 17%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
All children should experience a range of sports and activities throughout the year and this will be reflected in the long-term P.E planning. As a supplement to P.E lessons, regular visitors will come into schools to broaden their experiences in different activities.	P.E planning for this year has a broad range of activities for each class. Activities were broken down into: a) Games b) Dance/Gym c) Athletics and these were distributed evenly for each class. As well as this, all children take part in OAA activities for one half-term (Forest Schools) and all KS2 children have had two half-terms of Swimming lessons. Regular visitors such as Hoopstarz offer all children the chance to experience hula hooping at least twice throughout the year.	£1,250 Swimming + transport £600 Hoopstarz £500 PE resources £500 OAA resources	Due to the increase in swimming lessons, we have seen children make huge progress throughout the year. A number of Y6 children have reached end of primary expectations despite starting the year with little swimming experience. After working with Hoopstarz, more children are deciding to hoop at playtimes.	Continue to look for visitors who can offer new activities and experiences for the children in the same way we use Hoopstarz.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 12%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Children in our school should have a clear pathway into regular competitive sport. This starts with the P.E lessons before representing the school in competitions against other schools. Children should then be able to have access to a local club to continue their development in sport. Children should also have regular opportunities to participate in intra-school competitions.	The majority of our children (Y1-6) have represented our school in competitions with the SSP. Some children have then decided to join a local club and continue their pathway into competitive sport. We have set up intra-school competitions where children have competed in house colours against each other. (Minimum of 9 festival/competitions attended across the year)	£2,000 Transport & cover	Since teaching Netball in P.E and running an after-school club, we have seen a high number of Y5/6 girls join a club outside of school and take part in regular competitive matches against other teams. Similarly, after attending a cricket tournament at a local club, children from across KS2 have decided to join the club and attend training and matches in a competitive environment.	Keep making links with a number of local clubs to try and have a consistent pathway for our children to join outside of school. Invite members of local clubs to advertise in assembly to try and attract new members. Display a poster of local clubs/ flyers around school and on the Sport notice board.

Signed off by	
Head Teacher:	<i>DN Dunn</i>
Date:	<i>27.7.22</i>
Subject Leader:	<i>L Smith</i>
Date:	<i>26.7.22</i>
Governor:	
Date:	