



## Shireland Hall Primary Academy- PE Budget/grant allocation 2021/22

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| <b>Academic Year:</b> 2021/22   |  | <b>Total fund allocated:</b> £21,360 |   | <b>Date Updated:</b> 18/7/22  |   |
| <b>Key indicator 1:</b> The engagement of <u>all</u> 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 |  |                                      |   |   | Percentage of total allocation:<br><br>1.4% |
| <b>School focus with clarity on intended impact on pupils:</b>  | <b>Actions to achieve:</b>   | <b>Funding allocated:</b>            | <b>Evidence and impact:</b>   | <b>Sustainability and suggested next steps:</b>   |   |
| To ensure that learners leave school with a good level of health and fitness.   | <ul style="list-style-type: none"> <li>- Active breaks set up in year groups.</li> <li>- Sport leaders trained and provided with equipment to run lunchtime activities.</li> </ul> | £300                                 | <ul style="list-style-type: none"> <li>- Years 3,4 and 5 have taken part in active breaks this year. Significant increase in children's fitness in classes that took part.</li> <li>- New sports leaders were trained in september. Lunch time is more active. Increased to 3 activities per year group (1 per class).</li> </ul> | <ul style="list-style-type: none"> <li>- CPD for all staff to increase confidence on how active breaks can increase fitness and health.</li> <li>- Continue to develop sports leaders year on year. Purchase more varied equipment to encourage sport diversity.</li> </ul> |   |

| Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement |   |                    |   | Percentage of total allocation:  |
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|  |   |                    |   | 9.4%   |
| School focus with clarity on intended <b>impact on pupils</b> :  | Actions to achieve:   | Funding allocated: | Evidence and impact:  | Sustainability and suggested next steps:   |
| Celebrate our talented pupils and those who take part.   | <p>Entering local area and national competitions. Travel costs in getting to and from fixtures.</p> <p>Wellbeing assembly/Sports blog</p>   | £1500              | <p>Children have taken part in 30+ sporting events across the year.</p>   | Continue to access these free tournaments. To look into transport costs and how to make these sustainable.       |
| Analysis of PE data to research a link between fitness and learning.   | <p>To create a dialogue across school discussing fitness challenge results.</p> <p>New PED and PEH assessments are in line with the whole school data system.</p> <p>Use data to introduce Mindful movement into school. (Link with wellbeing team)</p> <p>Work toward increasing fitness levels which may increase Learning potential to work towards goals in both whole school learning as well as the goal to</p> | £500               | <p>Children now challenge themselves and each other to try and beat their fitness challenge scores.</p> <p>PED and PEH data used to identify children who may benefit from a well being and confidence boosting session that is linked to sport.</p> <p>See 1st action.</p> | Roll this out again starting from september. Look into the PE timetable in order to source extra time for this . |

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|  | allow our children to leave with an idea of how health and learning are intertwined.(Linked with active breaks) |  |  |  |
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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport          |   |                    |  | Percentage of total allocation:  |
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|  |   |                    |  | 12.6%  |
| School focus with clarity on intended impact on pupils:  | Actions to achieve:   | Funding allocated: | Evidence and impact:   | Sustainability and suggested next steps:   |
| Ensure continuing CPD opportunities for PE teachers within school.   | Sharing good practice and collaboration with TEF Expert PE Teacher<br><br>In-house CPD with outstanding teachers to develop skills and pedagogy.  | £400               | Evidence seen during Lesson observations of PE Coach using in class techniques. e.g. WALT/WILF and Kinetic letter stances. | Use Sports coaches approach to now uplevel other staff that teach Pe and how they can use their own classroom practices in PE. |
| Broadening experience of additional staff by supporting children in PE lessons and extra-curricular clubs. | Support staff will support the PE teacher and TEFAT expert teachers in certain sessions, expanding their experience of PE teaching and the ability to successfully support and enhance PE provision. Support staff given opportunities to undertake a recognised sports qualification whilst providing children with an extracurricular club. | £2,300             | Clubs continue to run 4 times a week reaching as many children as possible. GDS clubs happen 3 times a week.               |  |

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| <b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b> |  |                                   |  | Percentage of total allocation:<br>22.5%        |
| <b>School focus with clarity on intended impact on pupils:</b>                                       | <b>Actions to achieve:</b>   | <b>Funding allocated:</b>         | <b>Evidence and impact:</b>  | <b>Sustainability and suggested next steps:</b> |
| Continue to play a significant role in school competitions.  | We aim to attend as many tournaments as we can, in order to give as many children as possible competitive opportunities. | See Key indicator 4 for transport |  |   |
| Increase the experience of doing exercise as a means of keeping ourselves healthy.                   | See Key indicator 2 .  |                                   |  |   |
| Continue sports provision after hours  | see Key indicator 3.   |                                   |  |   |
| Rental of second pool during swimming lessons  | To push GDS children to reach NC standards.  | £ 1800                            | Higher proportion of year 5s reaching the Nc standard than previous years. |   |

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| Purchase of new equipment to broaden children's experiences with sport. | New equipment was brought to offer children a large selection of sports to take part in.                                    | £ 3000             | Children are exposed to a range of different sports in order to ignite interests. |  |
| <b>Key indicator 5: Increased participation in competitive sport</b>    |   |                    |   | Percentage of total allocation:<br>0 %   |
| School focus with clarity on intended <b>impact on pupils:</b>          | Actions to achieve:   | Funding allocated: | Evidence and impact:  | Sustainability and suggested next steps: |
| Participation in local leagues and tournaments.                         | Offer children opportunities to compete against other children in the area in a variety of games and sports when available. | Free to enter      | See Key indicator 2.  |  |

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| Meeting national curriculum requirements for swimming and water safety  | Please complete all of the below*: |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?       | 13.3%                              |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 15.56%                             |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?                               | 15.56%                             |

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