

## Ann Edwards CE Primary School – Sports Premium Report – 20/21

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<p>Every week children throughout AE are engaged in regular physical activity. Clubs offered after school by teachers and outside agencies. Many children participate in sports clubs and they are often oversubscribed.</p> <ul style="list-style-type: none"> <li>• All children participate in two hours of PE/Games every week where skills are taught progressively in each year group. Children display a good level of fitness and resilience during lessons.</li> <li>• The profile of PE and sport is high throughout the school recognising children that. When necessary, school assemblies used to celebrate sporting achievements and recognise competitive sports both in school and externally.</li> <li>• One staff meeting a big term used to Increase confidence, knowledge and skills of all staff in teaching PE and sport. If the PE teacher is away from school, it is necessary to upskill the teachers so that they can teach a PE lesson. Additional sports information passed on, such as the benefits of physical literacy, physical numeracy and Active Planning (how teachers plan in a variety physical activities to their weekly timetable).</li> <li>• Introduction of staff sport kit to promote sport in school. All staff have to wear their clothing</li> <li>• School Games fully integrated into the school’s sporting ethos with teams of all abilities entered into as many sports competitions as possible. Where possible, class competitions(intra) held at the end of sports topics(level 1) and schools games values recognised and celebrated (self-belief, determination, passion etc).</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to target children across the school that are not as active and lack confidence in PE/games so that they are motivated to take part in 60 minutes of physical activity every day. Use Change 4 Life activities to help promote this. Lunchtime supervisors support the running of casual clubs/activities during lunchtime. Sport Leaders to also run clubs during lunch and afterschool with support from teaching staff.</li> <li>• Raise the profile of daily Run a Mile. Encourage teachers to build it into their daily and weekly planning.</li> <li>• Continue to raise the profile of PE and games at AE. Focus on always wanting to wear the correct PE kit and link this in to representing the school. Be proud to play for and represent Ann Edwards.</li> <li>• Increase staff knowledge and skills teaching PE/games. During termly sessions make certain all staff have the opportunity to deliver activities to groups using the focus of termly staff meeting. These skills and ideas will increase confidence and passed on to class PE teaching.</li> <li>• Explore new sports that can be introduced to the PE/games. curriculum.             <ul style="list-style-type: none"> <li>• Update and renew equipment as soon as required so that all children have equal access to every lesson and afterschool club.</li> <li>• Maintain a sport for all approach allowing as many children in all year groups to participate.</li> </ul> </li> <li>• Clubs offered during lunchtime by sport leaders</li> <li>• Sporting achievement evening to raise the profile for all children. Recognising all aspects, effort, attainment, enjoyment etc.</li> </ul>

<b>Meeting national curriculum requirements for swimming and water safety.</b>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	74%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	74%
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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?	No

**Total fund carried over into 20/21: £352**

**Date Updated:  
March 2021**

What Key indicator(s) are you going to focus on?

**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

Total Carry Over Funding:

£352

**Intent**

**Implementation**

**Impact**

Your school focus should be clear how you want to impact on your pupils.

Purchase more playground equipment for the extra bubbles

Purchase more kit for bubbles to use to reduce sharing of equipment.

Bike-ability catch up from the summer term

Make sure your actions to achieve are linked to your intentions:

Extra equipment on the playground to support social and emotional development.

Wider access for pupils to access sport in their bubbles.

Allow all children to develop skills to ride bikes in Year 1

Carry over funding allocated:

Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?

Children are more engaged and are playing more games in the playground because of the extra equipment.

Skills are being taught with more equipment so children can work in ability groups

27/29 can now competently ride and bike with additional catch up sessions planned for summer 21 for the 2 children as well as nurture.

Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?

This has had an impact on this academic year's focus on the well-being of children. Getting them active and providing them with the life skills such as riding a bike.

This has also allowed us to build a sustainable network with coaches with are multi-skilled in delivering the bike ability program and forest school activities. This has been planned for in summer 2021. Extra clubs for children to attend including mountain biking club and forest school.

<b>Academic Year: 2020/21</b>		<b>Total fund allocated: £18,400</b>		<b>Date Updated: March 2021</b>	
<b>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</b>					Percentage of total allocation:
					27%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>		
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:	
<ul style="list-style-type: none"> <li>Develop active playtimes on top of active lessons to engage in the 30/30 program.</li> <li>Greater access to equipment and resources for staff and children</li> </ul>	<ul style="list-style-type: none"> <li>Zoning school playgrounds to develop active times</li> <li>Purchase on-going resources for the playground</li> <li>Summer / winter sports kit</li> </ul>	£5000	<ul style="list-style-type: none"> <li>Staff pupil feedback</li> <li>Club lists</li> <li>Lists of children who attend events</li> <li>Target Less active children for clubs</li> </ul>	<ul style="list-style-type: none"> <li>Children remain active throughout longer periods of the day</li> <li>Playtimes remain fun</li> <li>Children will be able to use the correct equipment, which will also allow for high quality PE lessons across the whole curriculum</li> </ul>	
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>					Percentage of total allocation:
					16%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>		
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:	
<ul style="list-style-type: none"> <li>To continue raising the profile of the school through sporting achievements in school.</li> <li>To keep the sporting ethos amongst staff and pupils</li> </ul>	<ul style="list-style-type: none"> <li>Participate in as many school events as possible</li> <li>Sports leaders to write blurbs for newsletters / Website</li> <li>Termly newsletter blurbs</li> <li>School Games Mark</li> <li>Sports Week</li> </ul>	£3000	<ul style="list-style-type: none"> <li>Parent questionnaire</li> <li>Photos of events</li> <li>Celebration of events</li> <li>School tour video focused on sport</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will become more confident in sport specific subject knowledge.</li> <li>Teachers will have a greater range of knowledge for different activities</li> <li>Children will experience difference sports and may be encouraged to join clubs outside of school</li> </ul>	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:	
				16%	
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:	
<ul style="list-style-type: none"> <li>Improve the teaching of PE across the school – Staff confidence</li> <li>Develop key progression and assessment opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Develop a clear lesson progression for skills</li> <li>Staff confidence – develop and have a secure understanding of progression</li> <li>Introduce a new PE scheme – Real PE with additional add ons.</li> <li>Real Gym</li> <li>Real Dance</li> </ul>	£3000		<ul style="list-style-type: none"> <li>Teachers will be able to deliver high quality PE lessons to pupils across all age groups</li> <li>Teachers will continue to share good practice of games</li> </ul>	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:	
				23%	
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:	
<ul style="list-style-type: none"> <li>Develop wider access to clubs for all children in school.</li> <li>Develop links with outside school sporting opportunities within the community</li> </ul>	<ul style="list-style-type: none"> <li>Subsidise a wider range of clubs</li> <li>Provide a greater range of sporting clubs</li> <li>Sports week</li> <li>Resource and promote wider sporting opportunities in the community</li> </ul>	£4000	<ul style="list-style-type: none"> <li>Water sports club – subsidised the cost.</li> <li>Certificates</li> <li>Sports Week</li> <li>Bike ability – EYFS/Year 1</li> <li>RDA</li> <li>Forest School</li> </ul>	<ul style="list-style-type: none"> <li>Children will continue to attend training sessions so that they can participate in matches. This will then encourage them to join competitive sports outside of school.</li> </ul>	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				18%
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:
<ul style="list-style-type: none"> <li>To continue working with the partnership and attending events.</li> <li>To continue to offer transport to increase access and participation.</li> </ul>	<ul style="list-style-type: none"> <li>Continued work with Kingshill Cluster</li> <li>Attend a varied amount of competitions attended</li> <li>Host local competitions</li> <li>Membership to local cluster</li> <li>Transport to and from events</li> <li>Subject release time</li> </ul>	£3500	<ul style="list-style-type: none"> <li>Registers to monitor events and participants</li> <li>School games award</li> <li>Calendar of events</li> </ul>	<ul style="list-style-type: none"> <li>Keep levels of engagement across all activities high</li> <li>Calendar of events spread out across the year</li> </ul>

Signed off by	
Head Teacher:	Ian Moore
Date:	March 2021
Subject Leader:	Daniel Thomas
Date:	March 2021
Governor:	Not yet fully signed off by Governors (Due May 2021)
Date:	