

PE and Sports Premium Spend 2021/22

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<p>We delivered high quality PE and activity to our pupils despite the difficult and limiting conditions of covid restrictions.</p> <p>Our opportunities and provision were balanced for all age children.</p> <p>We provided opportunities to increase activity levels throughout the day.</p> <p>Staff have been trained to deliver PE using the REAL PE approach across the whole school.</p>	<p>Prioritise timetabling of all classes to have 2 hours of PE every week.</p> <p>Invest in leadership of REAL PE to ensure the quality of delivery and progression through the school.</p> <p>Improved targeted provision for children who face disadvantage – financial, physical, covid-related.</p> <p>Increase activity levels for more children to reverse impact of inactivity during covid.</p> <p>Provide activities which encourage creative physical play and socialising following periods of lockdown and regular isolation periods.</p> <p>Provide opportunities for children to partake in activities that they have missed out on during covid e.g. team sports and swimming</p> <p>Fund booster swimming in order to meet the government requirement at year 6.</p> <p>When covid restrictions allow, facilitate a return to both intra and inter school competition plus experiences of watching live sport.</p> <p>Inspire and enthuse the children to choose an active lifestyle through a range of high quality experiences.</p>

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? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2021.	18.5% 5 out of 27 children
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	11% 3 out of 27 children
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	26% 7 out of 27 children
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 Curriculum swimming and booster swimming not started yet though.

Academic Year: 2021/22	Total fund allocated: £	Date Updated: Feb 2022		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				%
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:
<p>We want children to leave FVA with a positive relationship to health, activity & fitness, led by the “I am Active” slogan.</p> <p>We want to children to choose to be active outside of structured PE lessons or sporting activities.</p> <p>Children should be supported to be physically active but also given equipment and opportunities which inspire them to self-select being physically active.</p>	<p>All classes are timetabled at least 2 PE lessons a week.</p> <p>Year 3,4,5,6 to participate in gymrun activities in class every week, starting in term 4. Gymrun fit club once a week through terms 5 and 6 for children identified with lower levels of fitness and agility.</p> <p>Daily Mile to be implemented in all terms with intermittent participation in Daily Mile themes and challenges.</p> <p>Each class to have their own box of play equipment to increase participation in physical activity at playtime, lunch time and any additional individual class outdoor time.</p> <p>Launch lunchtime participation and</p>	<p>0</p> <p>£850</p> <p>0</p> <p>£475 (£50 per class and storage boxes)</p>	<p>Initial 5 challenge assessment.</p> <p>Weekly curriculum time devoted to gym run exercises.</p> <p>End of term 6 5 challenge re-assessment.</p> <p>Staff observations of playtime activities and pupil questionnaire before and after purchase of equipment.</p> <p>Record numbers of pupils</p>	

	healthy competition activities led by play leaders using school games play format. Classes to access on a rota.		attending each week. Promote the weekly activity in each class.	
	Offer a broad range of clubs both within the school day and after school.	£2,072 External company to run after school club every term and a targeted lunchtime club in terms 4,5,6.	PE lead to monitor the range of clubs provided to ensure variety of opportunity and provision for all ages. Monitoring who is attending at least 1 club.	
	New equipment installed in playground to encourage development of agility, balance and coordination.	£10,000 (quotes in process)		

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement Percentage of total allocation:
%

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 PE to cater to all disadvantaged groups with varying needs, standards and abilities. Allowing children to realise and create a positive relationship with sport through self-agency, as we give them the knowledge to PE's social, mental and physical benefits and develop them as a whole person. We are focusing on our "I am an athlete" ethos towards PE and sport.	PE has been made a priority in the timetable with every class having 2 hours each week. Whole school REAL PE approach means that there is a consistent approach across all years. The personal best ethos and multi ability cogs of personal, social, cognitive, creative, physical, health and fitness, underpin all lessons and	£0 £0	Pupil and staff questionnaires related to PESSPA.	

<p>Priority given to PE in the timetable.</p>	<p>develop the whole child with transferrable skills beyond PE. Fundamental movement activities in each lesson give children the confidence and skill to experience success and boost self-esteem.</p>			
<p>Once covid restrictions allow, we aim to arrange intra school events and enter into more sporting competitions and tournaments with other schools to raise our PE profile and attach some pride in representing team FVA in sports events.</p>	<p>Involvement in modeshift stars events and initiatives have impact across whole school improvement e.g. active travel, children's well being, road safety, active families, environmental awareness.</p> <p>School sports events and teams to be promoted and ensuring that representing these teams is something children should be proud of.</p>	<p>£0</p>		
<p>We would like PESSPA to help us make connections between school and our families and our families with each other.</p>	<p>PE lead to complete REAL Play training in order to facilitate a targeted physical activity club which supports invited families to take part in PE and physical play together in school and at home.</p>	<p>£195</p>		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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:
<p>We want children to have a comprehensive knowledge of all basic skills that will serve them well in accessing all sports in their future, delivered by teachers. As a result, we would like to increase teachers confidence in delivering this.</p> <p>Giving teachers the knowledge and resources to deliver high quality PE lessons that facilitate high levels of child led self agency. Allowing children to take ownership of their learning.</p> <p>Showing teachers the coaching skills needed to deliver these lessons and providing them with the equipment for this as well. Both of these increasing teachers' confidence in PE as a result. Resulting in children receiving higher quality PE teaching.</p>	<p>All staff have had REAL PE training from Create Development. They have access to the Jasmine Portal which has the lesson plans, resources, video examples, inclusion, assessment, webinars and training opportunities. The PE lead is experienced in REAL PE and can support staff as a whole team and on an individual level.</p> <p>Buy into CLF support of SSCo for one day per term, plus support with organising events and completing school games mark.</p> <p>Invest in PE leadership training for PE lead specifically for REAL PE to support teachers in delivering quality PE, assessing PE and identifying areas for improvement.</p> <p>1 coach from Future Stars will work with the school for one afternoon a week for the whole year supporting specific teachers</p>	<p>£2,156</p> <p>£495</p> <p>£2,348</p>	-	<p>PE lead to observe and/or team teach lessons across the school, support staff as needed and arrange training if required. PE leaders from across the academy to video lessons and share to teachers in each year group.</p> <p>Teachers have an open communication line with the Pe co-ordinator.</p>

	and teaching assistants to develop skills and confidence in PE knowledge and delivery.			
	PE meetings between teachers and Co-ordinator to discuss any issues, equipment needs and future actions.			

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

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?:
Children to leave FVA understanding how sport embodies British Values. We also want children to see the benefits of healthy competition and give them the opportunities for this. We want to instil a life-long intent to lead an active lifestyle. Exposure to a breadth of sports means that children are more likely to find interest and develop skills to continue a sport into adult life.	We will hold an off-timetable whole school PE week in the summer. This is a whole week when we organise lots of different sports and activities from internal and external sources. COVID dependant	£500	All of our partnerships are yearly activities and refresh for next year allowing a new group of children to take part.
Entering and competing in a greater amount of competitions enables our children to experience the benefits both mentally, socially and physically of representing our school in tournaments.	Diwali dance workshop for all children. Using dance as a medium to engage with and express RE learning led by inspiring professionals.	£598	Out curriculum mapping is on our system so teachers are able to choose a wide variation of sports, all with lesson plans to teach throughout the year.
	Swimming booster lessons provided for our oldest children	£2,000	Children have missed school swimming, private lessons and

<p>Including more exercise options for students both before during and after school giving our pupils more opportunities to be active and experience sport.</p>	<p>who are yet to meet the government requirement of 25m.</p> <p>Purchase of 5 new indoor floor mats. We currently only have 10 which is not enough for a full class to safely engage in gymnastics and other activities requiring floor mats.</p> <p>Attending School Games competitions to sustain Gold award. COVID dependant</p> <p>An enrichment morning or afternoon for all of the children, giving them access to a sport that they wouldn't have previously tried.</p> <p>Bikes to be purchased for Reception class so that children can be taught to ride a bike and access a life-long skill and enjoyment of outdoor activity.</p> <p>Children will have an opportunity to attend a range of sports clubs</p>	<p>£250</p> <p>£100 - transport</p> <p>£600 to buy netball and basketball posts for playground</p>	<p>access to public swimming pools during covid. Swimming and water safety are essential life skills. Some of our children haven't ever been swimming and we have 12 non swimmers in year 6 with a further 10 who cannot swim 25m yet.</p>	
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	including multisports, boccia, kurling, archery, football and basketball.			
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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:
<p>To develop a positive attitude towards competitions using values such as fair play, sportsmanship and teamwork to lead this and remembering winning and losing is a healthy aspect of sport.</p> <p>Entering and competing in a greater amount of school games competitions allowing our children to experience the benefits both mentally, socially and physically of representing our school in tournaments.</p> <p>Promoting our sports teams and playing for our sports teams, creating more pride in playing for our teams giving children that feeling to be proud to compete.</p> <p>Including more games during PE lessons and in the curriculum as a whole; here children can experience healthy competition and learn how to win and lose, while reinforcing that winning isn't the most important part of PE.</p>	<p>HF to apply for School games Gold award when the application is released.</p> <p>To attend at least 4 intra-school games competitions and 3 inter-schools games competitions. See calendar of competitions HF has.</p> <p>Children are to go to Football League games in a local league with other schools.</p> <p>Additional staff release hours to take children to School Games competitions and football league matches</p> <p>Lunch clubs to be run that allow for intra-school competitions and promote fair play and competitiveness.</p> <p>Children to attend Bristol Together Championships (Year 5)</p>	<p>Included in FS £9980</p> <p>£540</p> <p>£200</p>	<p>Children have a much better attitude towards sport and competition; we have managed to change sport from winning whatever to having fun with all children, enjoying competing but also playing fair and allowing others to be included and thrive.</p> <p>Children are more resilient as a result and take more mature attitudes to winning and losing, learning to both win and lose gracefully. "I have noticed that since completing our PE last term, the children are more focused on helping each other and being resilient rather than winning". HF</p> <p>As a result more children are competing in sport, we had a greater amount of children competing in out of school sports activities than before, as well increased numbers in clubs both</p>	<p>It is really important that we continue to promote positive relationships within and with sport for children.</p> <p>Our lesson and lesson plans are sustainable as they are on our schools system and accessible for all, they include lots of games and competitions as well so these can be carried forward.</p> <p>We need to make sure we keep achieving the Gold award in school games and keep entering as many tournaments as possible, ultimately with the goal of achieving platinum award (5 golds in a row)</p> <p>Our school Pe board needs to be maintained, it will keep the area it has on the wall but we need to keep updating it as often as we have throughout the year.</p>

			before and after school. Breakfast Gymrun participants increased from 3 to 10, FS after school club increased from 4 to 8 and students participating in out of school competitions went up from 30 to 60.	
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Signed off by	
Head Teacher:	Jan Saunders
Date:	Feb 2022
Subject Leader:	Heidi Hall
Date:	Feb 2022