

## Nether Edge Primary School PE Sports Premium Funding 21-22



Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need:
<p>The focus was largely around improving the profile of sport in school.</p> <p>KI 2 -The profile of PE was enhanced through numerous whole school challenges, competitions and assemblies focussing on attitudes to sport.</p> <p>KI 2 –16 Children from Y5 were chosen to be trained as sports leaders on a 6 week course so they can deliver small sessions to younger children.</p> <p>KI 3 – To help support staff as PE teachers, coaching company provided CPD in every lesson to staff member.</p> <p>KI 5 – Success of a wide variety of active clubs to encourage children’s interest in sport</p> <p>KI 4 – Children were involved in a whole school sports day at EIS. This provided the children with an invaluable experience as well as providing competition for a house trophy.</p>	<p>Further develop Dance &amp; Gymnastics programmes in school</p> <p>Promote lunchtime games to ensure lunchtimes are active</p> <p>Further develop links and competitions with other primary schools</p> <p>Increase the number of intra school competitions – offering more variety to increase participation and target less enthusiastic pupils.</p> <p>Ensure the implementation of new curriculum and assessment are successful through monitoring of teaching</p> <p>Upskill new playground leaders to continue the good work of encouraging active play.</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? <b>N.B.</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 2020.	80%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	80%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	80%
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?	Yes

## Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2021/22		Total fund allocated: £24,755	Date Updated: July 2022	
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: 31.1%
Intent	Implementation		Impact	Sustainability/ next steps
		Budget allocated		
<ul style="list-style-type: none"> <li>➔ To ensure children are active throughout the day to reach a minimum of 30 minutes of activity per day</li> </ul>	<ul style="list-style-type: none"> <li>➔ Created 5 a side games on the football pitch at lunch time.</li> <li>➔ Purchase of playtime balls to encourage 'active playtimes'.</li> <li>➔ Lunchtime supervisors have taken on the role as play leaders led by the assistant head.</li> <li>➔ Additional goal nets, mean games of football &amp; basketball are incorporated into play times</li> <li>➔ Additional PE basketballs and footballs to improve lessons.</li> <li>➔ Climbing frame bought to increase children's</li> </ul>	<ul style="list-style-type: none"> <li>➔ £5600 for Smooga</li> <li>➔ £345 climbing frame</li> <li>➔ £600 football goals</li> <li>➔ £344 basketball and dodgeballs</li> <li>➔ Basket nets £320</li> <li>➔ PE storage £400</li> <li>➔ Sports Day stickers</li> </ul>	<ul style="list-style-type: none"> <li>➔ Smooga helps to create pitch space and also stop the balls hitting other children in the playground</li> <li>➔ Children wearing bibs in teams in a roll on - roll off system. This created competition but also a better structure to the children's game.</li> <li>➔ Children value resources more and carefully look after their own year group equipment box</li> <li>➔ Children more able to play 'active games' at playtime after learning several games that were modelled by teaching staff and Reward system on Dojo active classes (shout outs in assembly etc).</li> </ul>	<ul style="list-style-type: none"> <li>➔ To continue with the modelling of the football 5 a side. Next steps is to have scoreboard for children to keep score and improve competition.</li> <li>➔ Continue to make sure children have pride in their school and look after equipment.</li> </ul>

Created by:



Supported by:



found to be a weak area.	confidence and ability at climbing. In Reception this is helpful for their gross motor development which in turn supports their writing development.	£97	➔ Nets and balls needed to improve PE delivery meaning more children have equipment. Also play times having more opportunities to use the nets and practise skills taught in PE.	
<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:
				7.37%
Intent	Implementation		Impact	
		Budget allocated		Sustainability/ next steps
➔ Inspire children to show the sporting values throughout the year and to compete in as many competitions as possible.	➔ Qualitas coaches provided high quality and engaging PE lessons to encourage children to participate in sport.	£1825	➔ All children competed in sports competition throughout the year. This developed their sense of fair play, as well as increased their understanding of a wide range of sports	➔ Next steps Y1-Y6 to be a part of schools competition. This is where children will compete against schools from Mercia Trust and also against other schools.
➔ Sports Leaders course for 16 Y5 children	➔ 6 week program lead by coach. Children learn how to lead small game sessions with younger children	(package)	➔ The children are taking ownership of the role and enjoying helping younger children develop skills in sport.	➔ To provide games in designated area for younger children at lunch time.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				38.8%
Intent	Implementation		Impact	
		Budget allocated		Sustainability/ next steps
→ Specialised sports coaching to demonstrate to teachers how to structure lessons, challenge children and deliver key learning.	→ Coaches modelled and supported staff in understanding core skills, sequencing and effective use of lesson time.	£9625	→ Teachers felt more confident to lead their own PE sessions → All PE teaching good or better	→ Continue to support teachers in their PE development → PE lead to have more time to do drop in sessions and help.
→ Curriculum planning enhanced into subject specific areas linked to the National curriculum	→ Children access : <ul style="list-style-type: none"> <li>• Throwing catching running &amp; jumping</li> <li>• Competitive games</li> <li>• Gymnastics</li> <li>• Dance</li> <li>• Over the year to have a wide breadth of curriculum</li> </ul>	(package)	→ Children have had more experience in a wider variety of sport. → Children build skills in their year group which then are carried onto the next year through good sequencing of skills.	→ Deputy Head/PE lead time designing curriculum
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				20.7%
Intent	Implementation		Impact	
		Budget allocated		Sustainability/ next steps
→ To give children a broader range of experiences of sport and activities beyond the taught curriculum.	→ A wide range of sports were offered through our curriculum and after school clubs.  These were: <ul style="list-style-type: none"> <li>→ Tennis coaching</li> <li>→ Basketball</li> <li>→ Cricket</li> <li>→ Rounders</li> </ul>		→ Children, including a focus on disadvantaged children, access a broad range of sports and therefore developed interests & skills. → Many children continued with these clubs outside of school	→ Continue to encourage more children to participate in sport → Next steps are to develop a sports club

<p>→ Y4 children having opportunity to learn and develop swimming strokes and practice</p>	<p>→ Dodgeball</p> <p>→ Fencing</p> <p>→ Badminton</p> <p>→ Multi-skills</p> <p>→ Dance</p> <p>→ Football</p> <p>→ Girls football</p> <p>→ Athletics</p> <p>→ Swimming lessons for all Y4 children</p>	<p>→ Swimming costs</p> <p>→ £5130.0</p>	<p>→ All Y4 children could perform a range of strokes and swim 25m</p>	<p>where the children will train for matches.</p> <p>→ Children have had reduced opportunities to swim due to Covid so bridging the gap is important.</p> <p>→ Next step is to get those children who haven't met national requirements to continue with swimming interventions.</p>
<p>→ Sports Day held at EIS</p>	<p>→ Y1-Y6 Participated in Sports Day at EIS. KS1 went in the morning KS2 in the Afternoon.</p>	<p>→ £1000</p>	<p>→ Children were inspired by and in awe of the venue and had the most amazing experience. They competed against each other and showed fantastic sportsmanship.</p>	<p>→ To do this again and continue to see progression.</p>

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			%
Intent	Implementation	Impact	
→ Children have access and opportunities to compete in competitions with other schools across the city	→ Girls and boys football tournaments with locality schools.	→ Children experienced competition, sportsmanship and fair play.	→ We have booked on to a school games partnership, which will mean children from Y1, will all experience competitive sport, throughout the year. There will be 16 competitions including netball, football, futsal, hockey, athletics and many more.

Signed off by	
Head Teacher:	Michele Nott
Date:	July 2022
Subject Leader:	J Bennett
Date:	July 2022
Governor:	
Date:	