**Sound and District Primary School**

**PE and Sport Premium Action Plan for 2020-2021**

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| **Key achievements to date:** |
| * This year we celebrated National Sports Week. Each child participated in a range of sports to excite and promote a love of sport. All of the children had the opportunity to try: Netball, Rugby, Football & Cricket run by local sports clubs. These local clubs promoted their community links within the school. From these opportunities, we hope that these sports may become a regular past time for some of the pupils outside of school hours. * Each year we make a conscious effort to make local club links with the local community. This year, we have had sessions from All Stars Cricket, Ladyhawks Netball, Ministry of Yoga, Taekwondo, Boxing, Football sessions and Didi Rugby. These sessions helped to show the children the styles of sport that are available in the local community. The sessions were fun, engaging and highly active and as a result, many of the children took their information leaflets home and have since joined the clubs. * Due to the additional Swimming lessons that Sound provides, almost all children in Year 6 were able to meet the National Curriculum Swimming objects by the end of the year. |

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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?  **N.B.** Even though your children may swim in another year please report on their attainment on leaving primary school. | 94% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 94% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 94% |
| 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 |

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| **Academic Year: 2019/20** | | **Total fund allocated: £** | | | **Date Updated: 30/7/20** | | | | |  |
| **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: |
| % |
| **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 to achieve at least  one hour of physical activity each day.  Embed physical activity into the school day.  More and varied extra-curricular activities for all  children and a wider choice for KS1.  .  Raise attainment in Primary School swimming to meet requirements of the National Curriculum before the end of Key Stage 2  Crewe and Nantwich School Sports Partnership (CNSSP) membership | | Continue to resource and enhance existing outdoor provision, so all pupils engage with the outdoor environment.  New playground flooring allowing for the children to use the outdoor equipment during all weather.  New playground markings.  Incorporate daily use of high impact educational physical activities (Active Maths) to reduce long periods of inactivity during lessons and enable pupils to refocus, recharge and be ready to learn.  Pupils of all abilities to access extra-curricular sporting provision after school  throughout the academic year (including football, hockey, netball, athletics,  cricket and rounders) improving their health and fitness, nutritional knowledge, social skills and emotional well-being.  Years Reception, One, Two, Three and Four attended 10 swimming lessons this year.  Keeping children active and work towards 60 active minutes a day. | | | £15550  £575  £432.25  £400  £600 | | All weather pitch around play equipment means that the children can have access to play equipment all year round.  Children engaged in being active during the school day, outside of PE sessions and playtimes.  Children had the opportunity to participate in sporting activities after-school.  Changes due to COVID-19. Only years 4,5 & 6 managed to go swimming.  Daily activity cards were tweeted from the CNSSP (in conjunction with the Youth Sport Trust) and these were then emailed to parents. | | | This flooring will last for many years.  Children are increasingly active during lessons and less sedentary. Next year I would like to see this being used more often by all classes.  Changes will be made the school swimming provision next year to ensure that all children have the opportunity to go swimming.  Membership will continue next academic year. |
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| **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: |
| Ensure all staff are competent and confident at teaching PE.  Encourage all children to be more physically active.  Make more contact with parents and encourage more Physically Activity.  Increase Staff confidence in teaching PE | | PE lead to attend CPD that will develop knowledge and understanding that can be disseminated to staff throughout meetings, enhancing the quality of teaching, learning, delivery and assessment to improved standards with greater and more rapid progress.  Encourage children to be more physically active at home and work towards the children being less sedentary.    External specialists to upskill staff. | | | -  £550  ? | | Purchased a new PE scheme that provides assessment, tracking and differentiated lessons for all classes.  Amaven Sports App  Highlights on the school newsletter  Website/Emails to parents  All pupils receive two hours of PE each week. 1 hour will focus on skills and the second hour will focus on sports. | | | Continue next year.  Used the school text messaging and emailing service to keep parents/carers updated on any additions to the website.  More emphasis and promotion of the App is needed next year.  Continue next year. |
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| **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: | |
| To adapt to teaching PE during the Covid-19 pandemic.  Amaven Assessment  CPD on the Amaven package | 1. All staff to have read new risk assessment for PE. 2. All staff to have read guidance from the YST. 3. Each class to have their own bag of equipment to be used in lessons and as part of active playtimes. Any extra equipment they need from the PE store will be left to quarantine. 4. Children will come to school in their PE kit.   Assessment to provide us with data on the physical literacy and fundamental skills of all the pupils.  The software contains detailed lesson plans for all classes. It also has a CPD area for teachers to view  a high quality PE session. | | | -  ?  ? | | | Risk assessments and guidance sent out.  Equipment for each class.  Scrutiny feedback.  Provides us with data on each individual pupil and shows us where improvements need to be  made.  Lesson plans provide differentiated activities which gives staff the confidence to teach PE lessons. | | All children have the opportunity to partake in PE regularly while also keeping safe. Continue to monitor the guidance and act accordingly.  Assessment days will continue next year.  Purchase again next year. | |
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| **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?: | Sustainability and suggested  next steps: | |
| Introduce new sports, dance or other activities to encourage more pupils to take up sport and physical activities.  Increasing the number of competitions organised by the CNSSP  Curriculum map designed by the PE teacher ensures a broad range of coverage in line with local area competitions for different year groups | | | A weeklong event where the children get the opportunity to take part in lots of different sports with a specific focus on engaging those who are less active.  A broader range of competitions taken part in – to appeal to a wider number of children, including gymnastics and hockey.  Curriculum map designed to take into account the CNSSP calendar of competitions. | | | -  -  - | | This gives the children to experience sports that they may not be familiar with.  Due to COVID-19 the children were unable to partake in any external competitions.  Children taking part in different types of sports and in some cases, leading children to join clubs outside of school. | Due to COVID-19 plans have had to change and therefore sessions were run by local clubs outside. There were less diverse sports than normal.  Next year we hope to enter many more competitions to suit all of the children’s needs and interests.  Once again, look at the CNSSP calendar and tailor the curriculum map to fit this. | |
| **Key indicator 5: Increased participation in competitive 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: | |
| Provide additional opportunities for SEN children to take part in competitions  .  Increased number of children competing in inter school competitions and entering B teams also.  Increased number of children participating in extra-curricular sporting opportunities.  Intra-school competitions, where pupils are given opportunities to lead, referee & compete against others. | | | Children to take part in the Games for All sessions that run 3 X a year for SEN and non-active children. Specially target children who are receiving Pupil Premium and are identified as less active.  Increase the number of B teams entering competitions.  Entering competitions aimed at Key Stage 1  All of Year 1 and 2 to attend a Sportshall Athletics Festival and Rugby sessions.  Increase the number of Intra-school competitions – mapped out and timetabled | | | -  -  -  - | | Due to COVID-19 the children were unable to partake in any external competitions.  Due to COVID-19 the children were unable to partake in any external competitions.  Due to COVID-19 the children were unable to partake in any external competitions.  Due to COVID-19 the children were unable to partake in any external competitions. | Next year we hope to enter many more competitions to suit all of the children’s needs and interests.  Next year we hope to enter many more competitions to suit all of the children’s needs and interests.  Next year we hope to enter many more competitions to suit all of the children’s needs and interests.  Next year we hope to enter many more competitions to suit all of the children’s needs and interests. | |

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| **Actions for 2021/22** |
| * Embed the new assessment into the School. * Provide more opportunities to enter competitions for all children * Add more emphasis on physical activity at home through the new sports app. * Add a greater emphasis on trying a range of sports and provide more of a range for the children. * Reintroduce playground leaders into the school and provide training for these pupils. * Introduce more before and after school sports for the children to have an opportunity to participate in, * Take the children to a gymnastics hall and specialist coaches provide sessions for the children. |

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| Signed off by | |
| **Head Teacher:** | L. Minshall-Thomas |
| **Date:** |  |
| **Subject Leader:** | R. Wade |
| **Date:** | 30/7/2021 |
| **Governor:** |  |
| **Date:** |  |