

# PE & Sport Grant expenditure: Report to governors: 2021/22

## Overview of the school

| Number of pupils and funding received   |                |
|---|----------------|
| Total number of pupils eligible (age 5+ as of Jan 2021 census)                        | 275/313        |
| One off grant   | £16,000        |
| £10 per pupil (age 5+ as of Jan 2021 census)  | £2,750         |
| Total amount of Sports funding received<br>(2 instalments: 1 Oct 2021; 30 April 2022) | £18,750        |
| Under/Overspend from 2020/21  | -£672          |
| <b>TOTAL FUNDING AVAILABLE</b>  | <b>£18,078</b> |

## Summary of spending 2021/22

### Objectives in spending PE funding:

- To maintain and further enhance the quality and breadth of PE & sport provision for our pupils
- To promote progress towards end of KS2 swimming outcomes for year 6 children
- To increase participation (both in and out of school time)
- The development of healthy/healthier lifestyles
- To support physical and mental wellbeing
- To provide a range of experiences to extend children's enjoyment of Physical activity and sport

### Nature of work 2021/22:

- To appoint well qualified staff to enhance provision within school and across the family of schools
- To promote the swimming outcomes of year 6 children since the impact of Covid-19.
- To further develop the role of the PE co-ordinator
- To provide required CPD and support to non-specialist staff to enable enhanced PE experiences to continue beyond the grant
- To purchase specialist equipment as needed
- To widen opportunities to pupils in the range of PE/sport experiences available

## Record of spending by item/project 2021/22:

| Item/project   | Cost   | Objective   | Outcome  |
|--|--|---|--|
| To continue the role of a specialised Primary PE teacher (across the local schools)  | <b>E27</b><br><b>£11,590</b>                             | (see individual job description)  | A coherent PE and club programme will be delivered across the school by a skilled practitioner, (complemented and enhanced by family and area competitions)  |
| Providing quality first teaching in swimming through hire of a swim teacher<br><br>(24 weeks x 1 hour tuition)                           | <b>E27</b><br><b>£270</b>                                | To provide pupils with specialist swim teaching                             | Providing the children with a Level 2 swimming teacher ensures they are taught the key skills required to meet at the end of KS2.  |
| PE subject leader life saving qualification for swimming provision/further subject knowledge of swimming to support swim teacher         | <b>E27</b><br><b>£140</b>                                | To support the provision of specialist swim teaching/maintain safety ratios | Being able to support the swim teacher, alongside another swim teaching assistant, allows teaching of smaller groups and targeted interventions, promoting progress for all children.  |
| Hire of the swimming pool for swimming lessons (24 weeks)  | <b>E27</b><br><b>£840</b>                                | Book scheduled time slots for swimming                                      | Children in UKS2 are provided with 6 weeks of swimming lessons and then booster slots are available.   |
| Develop the role of the PE subject leader  | <b>E09</b><br><b>£375</b><br><b>(afternoon per term)</b> | To enhance leadership of PE   | Ensuring PE leader is very aware of the impact of PE, having had dedicated time to monitor planning, interview pupils and analyse early data.  |
| Purchase Get set 4 PE  | <b>E19</b><br><b>£550</b>                                | To support non-specialists in planning PE skills and progression            | The delivery of sequential PE lessons and progression, providing teachers with lesson plans and resources to ensure non-specialist teachers are confident teaching every area of sport, delivering quality teaching and developing the children's skills by building upon previous knowledge and skills. |
| Extend opportunities to experience sports other than those covered in the core PE curriculum by widening extra-curricular club programme | <i>PPG funding</i><br><i>(Extended opportunities)</i>    | To support and engage the least active pupils                               | Providing a range of experiences to extend children's enjoyment of physical activity and sport.  |
| Purchase additional equipment to support physical & mental wellbeing   | <b>Activall final payment E27</b><br><b>£1936</b>        | To support the physical and mental well-being of pupils and staff           | Children and staff are physically and emotionally developed and able to cope with the challenges of life   |

|  |  |  |   |
|--|--|--|---|
| Enabling places for pupils to attend after-school clubs/holiday clubs/PGL residential                                  | <i>PPG funding</i>                             | <i>To support the physical and mental well-being of pupils</i>               | <i>ALL children have equal access to opportunities available, feel supported and engaged.</i> |
| Purchase additional equipment/resources to support the significant increase in pupil numbers in readiness for Feb 2022 | <b>E27 (remaining funding)</b><br><b>£2377</b> | <i>To be PE ready for the move to a significantly larger school Feb 2022</i> | <i>High quality PE provision is maintained.</i>   |

## The impact of spending 2021/22:

### Making the most of PE Funding – Impact in the ninth year...

The first priority was to ensure the continuation and further development of a specialist role by having a designated specialist Primary PE teacher (Adam Vasey). Adam continued to work across the local group of schools, in order to support with the delivery of high quality PE lessons Y1-Y6. Adam led after school sport 'bubble' clubs which gave children, especially those who are usually less engaged in sports, the opportunity to participate with small group numbers. Adam started to build up the after school sport clubs after the Autumn term which were fantastic in attendance as restrictions were lifting. By providing a versatile 'multisports' club, it appealed to a lot of children and numbers of attendance increased. The PE coordinator also ran a netball club for Y5/6 which was extremely popular, engaging over 20 children, a mix of both boys and girls.

Thinking carefully about the delivery of sequential PE lessons and the importance of progression, we renewed our membership with the GetSet4PE scheme. This scheme provides teachers with lesson plans and resources to ensure non-specialist teachers are confident teaching every area of sport, delivering quality teaching and developing the children's skills by building upon previous knowledge and skills. Teachers using this scheme have given great feedback and children are recognising the progress they have made.

Due to covid restrictions at the beginning of the academic year, then focussing on the schools big move to our new premises, we haven't participated in many competitions but began to liaise with Trust schools and organise small competitions towards the end of the year. The children were excited to represent the school in our friendly netball competitions. Unfortunately, due to issues with dates from the opposing team, we were unable to proceed with our football competition.

We noticed that since moving to the new school, a lot of parents were using the drop off system, suggesting there was a high percentage of children being driven to school. We used our PE fund to engage the whole school in the national Walk to School Week. This allowed every child to receive a Walk to School Week pack full of activities and information and they were able to compete against other classes in the school, earning stickers and points for their efforts. Engagement was high, with our top scoring class at 79% of the children walking to school. More parents utilised the Park and Stride system, with many parents commenting on how much easier it was. Staff commented on how much quieter the drop off system was in the final few weeks of school. Children appeared to be enjoying walking to and from school.

Additional charity funding has allowed us to pay in full for 3 places on our year 5 residential trip. As this was a very difficult year financially for a lot of families, being able to offer this funding to our families has been deeply appreciated.

The PE coordinator attended a life saving course to provide a safe ratio during swimming lessons. She also took a swim teaching assistant course, along with the governor who also teaches during school swimming lessons, to update swimming knowledge and be able to teach smaller ability groups. 3 year 5/6 classes each had a total of 6 weeks swimming. At the end of these three blocks, there were 10 year 6s (23%) and 15 year 5s (37%) who hadn't reached the end of KS2 swimming expectations. The remaining swimming sessions were then classed as boosted sessions, dedicated to the 10 year 6s. This allowed each of the teachers to have very small, focussed groups, resulting in 7 of the 10 children reaching the end of KS2 standard. The impact of this has been fantastic, with 97% of year 6s reaching the end of KS2 swimming expectations, which is the highest pass rate we have recorded. With a pass rate of 63% for year 5 already at the end of KS2 expectations, we should be able to achieve a similar result for the next academic year, with yet again a tight focus on our y6 booster sessions.

With the fantastic facilities and space our new school has to offer, we were able to host our first whole school sports day. The team responsible for planning this were able to group children into mixed age and ability house teams and create two large carousels of activities for the children to compete against other teams on. We were able to utilise new equipment purchased in last year's budget and the feedback from the event was great from staff, children and parents alike.

Similarly, we have been able to host and attend our Trust year group sports mornings. The PE funding has allowed us to host other schools using our facilities or transport us to their events. It has been lovely to see the children engaging in sport and competing against other schools, as well as developing sportsmanship and friendships. The year 6s particularly enjoyed socialising with children from the Trust schools ahead of their transition days at Iveshead as this helped to break the ice and form friendships the day before.

So what has been the impact to date?

- Good mental well-being
- \* Happy, confident, well-grounded children who like themselves and recognise success in others
- \* Positive attitudes towards being active and healthy
- \* More children feeling confident to participate in after school clubs which appealed to them
- Children able to make healthy lifestyle choices
- \* Children understand the benefits of regular physical activity
- \* More children engaged in physical activity in and out of school
- \* Children can confidently talk about, and put into action, what makes healthy/healthier lifestyles (evidenced during 'Healthy Me' week)
- \* A higher percentage of children walking to school
- Improved teaching of PE and progression of skills
- \* Teachers feel more confident in the delivery of their teaching of PE since continuing to use GetSet4PE
- \* Teachers are using modelling specific vocabulary and demonstrate a better understanding of skills and rules for sports/activities.
- Children beginning to get back to the competitive element of sport
- \* Children enjoying the competitive element of competitions and sports days
- \* Children seeing the benefit of competing
- \* Developing social skills through sport; experiencing victory and loss and practising sportsmanship

| <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?       | 97 % |
| What percentage of your current Year 6 cohort use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)? | 97 % |

|   |      |
|---|------|
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?   | 97 % |
| 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  |

|                          |                |
|--------------------------|----------------|
| <b>Total funding</b>     | <b>£18,078</b> |
| <b>Total expenditure</b> | <b>£18,078</b> |
| <b>Funding remaining</b> | <b>£ 0</b>     |