

# **Evidencing the Impact of the Primary PE and Sport Premium**

**at Great Barford Primary Academy**

**2021-2022**



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

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 2022:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Successful implementation of new scheme of work across the school with very positive feedback from staff and children</li> <li>• More staff CPD delivered this year including gymnastics and Balanceability</li> <li>• Swimming for Y2 and Y4, with top up sessions for Y6 were able to take place, ensuring we are back on track with providing the means for as many children as possible to achieve the end of KS2 targets for swimming and water safety</li> <li>• Some return to competition, particularly during the Summer Term, including some Level 2 events held this year with good results</li> <li>• A very successful Playleaders programme implemented with daily KS2 physical activity sessions organised and run by the Playleaders. More children becoming physically active as a result of the offer. Playleaders have raised the profile of physical activity in the school by using weekly awards in assembly, and supporting KS1 and Foundation Stage sports events.</li> </ul>	<ul style="list-style-type: none"> <li>• To maintain and extend the offer of physical activity at lunchtimes through the expansion of a robust Playleaders' programme. Extend this offer to the children in KS1 and foundation stage</li> <li>• Explore and implement opportunities for outdoor learning. Implement CPD for all staff on use of the traversing wall.</li> <li>• Greater opportunity for competitions including more for KS1</li> <li>• To support as many children as possible to achieve the end of Key Stage 2 requirements for swimming and water safety</li> </ul>

Did you carry forward an underspend from 2020-21 academic year into the current academic year? YES/NO \* Delete as applicable

**Total amount carried forward from 2020/2021**      **£450.67**  
**+ Total amount for this academic year 2021/2022**      **£17,910**  
**= Total to be spent by 31st July 2022**      **£18360.67**  
**Amount to carry forward**      **£243.94**

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B Complete this section to your best ability. For example, you might have practised safe self-rescue techniques on dry land which you can transfer to the pool when school swimming restarts.</p> <p><b>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the NC programme of study.</b></p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><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 2022.</p> <p>Please see note above.</p>	<p><b>81.8%</b></p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p>	<p><b>72.7%</b></p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p><b>86.4%</b></p>
<p>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?</p>	<p><b>Yes/No</b></p> <p>We have used the premium to fund targeted Y6s in a 6-week swimming programme to attempt to increase the number of children achieving the national curriculum requirements</p>

Academic Year: 2021/22		Total fund allocated: £18360.67		Date Updated: July 2022	
		Total spend 2021-22: £18116.73			
Key indicator 1: The engagement of <u>all</u> 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: £723.65 = 4%
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><b>To encourage all pupils to be more physically active through supervised and more structured activities at lunchtimes</b></p> <p><b>To raise the opportunity for adults and children to become confident in 'leading' and taking part in physical activity and school sport, developing core values and leadership skills</b></p> <p><b>To encourage all children to be as physically active as possible, through providing a range of opportunities and activities</b></p>	<p>Purchase of Inspired Playgrounds Package, to be installed over Summer 2021 and training for staff and children to commence in the Autumn Term 2021</p> <p>Purchase of a range of equipment for exclusive use at lunchtimes including different balls – basketballs, netballs and footballs</p>		<p>(from last year's budget)</p> <p>£150 Cost of MDS to attend training</p> <p>£573.65</p>	<p>Over the last six months since the implemented training sessions, Playleaders have delivered a daily PA session to KS2 children. Playleaders have supported 87% of the children in participating in regular sessions. The impact of these sessions has had really positive responses from children, Playleaders and staff alike.</p> <p><b>KS2 class teacher: "My class love the Playleader sessions and always talk about how much they have enjoyed them."</b></p> <p><b>Playleader: "Being a Playleader is fantastic. Running the sessions has been fun and helped my confidence."</b></p> <p><b>Year 3 child: "I love Playleader sessions especially playing 4Square and Spot This. They really help us have fun at lunchtime."</b></p>	Ensuring that the excellent set up of the Playleaders programme is continued and built upon over the next year

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				£255.25 = 1.25%
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:
<b>To identify and purchase a new scheme of work for PE as staff have indicated that new ideas and resources would be beneficial to their teaching of the PE curriculum</b>	A new scheme through Get Set 4 PE has been purchased last year but only implemented this year.	(last year's budget)	The scheme of work offers a much better progression of skills across the year groups. Staff have reported that the lesson plans are simply set out and easy to follow with great progression of skills within individual lessons. The use of 'best practice' videos are a useful teaching tool. Staff feel that children have progressed in their skill development more effectively, eg. in the development of a triple jump technique in Y6.	Identify how the assessment element of the PE scheme of work can be fully utilised across the whole school. This will provide evidence for the progression and achievement of children in this subject area
<b>To use the role of Playleaders in school to promote Physical Activity and for it to be seen as a responsible and privileged role for younger children to aspire towards</b>	Awarding medals and certificates each week to children who have participated well in Playleader sessions. Ensure all Playleaders have their identifiable t-shirt and hoodie. Award Playleaders with trophies at end of year to mark the value of their commitment to the role throughout the year	£255.25	To reinforce the profile of the Playleaders, through wearing representative kit. Weekly awards and medals are presented at the Celebration worship. Playleaders themselves present these as they take ownership of the sessions and who should be awarded. Value the role of Playleaders by rewarding them at the End of Year Assembly.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£2393 = 13.2%
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:
<b>To ensure access to specialist and expert support, thus keeping the school fully up to date.</b>	Accessed membership information on afPE website, identified relevant information regarding cost/benefits/etc and joined afPE school membership	£95.00	Expertise of information found at afPE and is readily available to members, all pupils benefitted from knowledgeable and confident staff who are now kept up to date with all developments. The subject leader, the staff and most importantly the pupils now keep ahead of all developments. Subject Leader has signposted staff to essential and relevant documents and news.	Collate resources and provide an electronic and paper 'library' of useful resources for staff to be able to access  In house PE CPD led by the Subject Leader to ensure all staff are confident in teaching PE through challenge, enjoyment, fun and engagement for all.
<b>To ensure PE Subject Leader is kept up to date in their own understanding and knowledge of their subject</b>	New incoming Subject Leader to attend the county PE conference	£150.00	Unfortunately, the new subject leader (for 2022-23) was not able to attend the PE Conference	Annually audit areas of learning to identify where staff feel they would benefit from additional CPD, either as a whole school or as individuals
<b>To provide CPD opportunities for all teaching staff in delivering high quality PESSPA</b>	Gymnastics CPD organised through East Beds SSP package as staff requested this as an area they would like more development and understanding, especially using large apparatus	£3300 (share allocation across Key Indicators 3 & 5)	All teaching staff attended both an observed lesson and a staff twilight session. 100% felt they now had more confidence and knowledge in delivering gym lesson with using large apparatus.  <b>Teacher comments:</b> <i>"It was good to see that exploration can form a part of a gym lesson and gives me confidence in what I am delivering is supporting the children's understanding."</i>	

<p><b>To provide Balanceability training to Early Years staff</b></p>	<p>Two members of Early Years team to take part in Balanceability training as part of the package bought with bikes. This will allow them to develop knowledge and understanding of providing fun, safe and effective learning and exploration of this resource. There is a cost of cover to attend courses to be included.</p>	<p>£198.00 + £300 for staff cover</p>	<p><i>"I will look at how using instant feedback using an i-pad can benefit the teaching of gym lessons."</i></p>	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				£12619.83 = 69.6%
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><b>Provide opportunities for children to engage in a wider range of activities in their PE lesson, school sport and physical activity</b></p> <p><b>To ensure that for our youngest children, that the development of gross motor, agility, balance and coordination skills are recognised as the foundation for future success in good physical literacy</b></p>	<p>As part of a PE based staff meeting in September, the staff discussed opportunities for additional experiences for the pupils at school. The new scheme of work was also looked at in conjunction with the curriculum map to ensure we could provide additional sports and activities.</p> <ul style="list-style-type: none"> <li>25 balance and pedal bikes, plus additional resources purchased, helmets purchased, training for two members of staff to deliver provision effectively and safely, shed storage for bikes to maximise lifespan</li> <li>Field hockey sticks and balls to provide progression into UKS2</li> <li>Soft dodgeballs</li> <li>Netball posts to suit KS1 children</li> <li>Quotations obtained to implement the purchase of a traversing wall</li> </ul>	<p>£4333.35</p> <p>Shed &amp; installation: £2000.00</p> <p>£986.48</p> <p>£5000.00</p>	<p>We have been able to offer additional opportunities and experiences through expanding our equipment with premium funding and offer from external coaches. Classes have benefitted from experiences in:</p> <p><b>Reception:</b> a taster tennis session. Balance and pedal bikes to use as part of continuous provision and focused activities</p> <p><b>Year 1:</b> a tennis taster session, ball skills</p> <p><b>Year 2:</b> Ball skills</p> <p><b>Year 4:</b> Coached Tennis sessions</p> <p><b>Year 5:</b> Field Hockey</p> <p><b>Year 6:</b> Dodgeball, coached tennis sessions</p>	<p>Audit equipment and identify any requirements for provision</p> <p>It has only been in the summer term that as a school, we have been able to feel secure in inviting external providers into school to deliver sessions. This is an opportunity for next year to provide children with a range of taster sessions and new experiences</p> <p>Continue with providing Water Safety as part of our PSHCE lesson using the RLSS resources</p> <p>Identify children in Y6 who would benefit from top up lessons in order to meet the minimum National Curriculum requirement for swimming</p>





Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£2125 = 11.7%
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:
<b>To provide opportunities for optimum participation in competitive sports</b>	<p>The disruption of COVID continued this year, especially in the Autumn Term. This meant that our competition calendar was hugely affected by the cancellation of the normal timetable of external and internal school events.</p> <p>In the summer term, we were able to finally take KS2 children to some Level 2 competitions.</p> <p>Sports Day was able to take place this year, with events for our Reception Class, a combined Year 1, Year 2 and Year 3 event, and a Year 4, Year 5 and Year 6 event. The two events for the younger children were supported by our Playleaders.</p> <p>Using supply cover, existing staff are able to take children to festivals</p>	<p>£3300 (share allocation across Key Indicator 3 &amp; 5)</p> <p>£250 to release Subject Leader to run Sports Days</p> <p>£225 Cost of cover to go to festivals</p>	<p>Despite the disruption, the impact of participating in competitive sport meant that:</p> <p>100% of children from Y1 to Y6 took part in a Level 1 small games festival</p> <p>100% of children from YR to Y6 took part in an athletics based Sports Day</p> <p>27% of LKS2 children took part in a Level 2 competition – Kwik Cricket or Quad Kids Athletics.</p> <p>56% of UKS2 children took part in a Level 2 competition – Cricket or Quad Kids Athletics.</p> <p>Our Y5/6 Cricketers won both the girls and boys East Bedfordshire competition. Our Y3/4 cricketers came 3<sup>rd</sup> in the East Bedfordshire competition. Our Y3/4 athletes came 2<sup>nd</sup> in the East Bedfordshire competition.</p> <p><b>Headteacher: “It’s been wonderful to see the excitement in the children’s faces as they go off for their festival and then their delight when they return.”</b></p> <p><b>Y5 child: “It was brilliant to win the Cricket festival. I loved it!”</b></p>	<p>To look for opportunities through the SSP package to provide more provision for all children to compete in a range of different sports, including competition for KS1 children.</p> <p>We continue to find that many children have found competitive situations more challenging since COVID due to reduced social interactions, so developing and building on this through engagement in the School Games programme needs to be prioritised.</p>

Signed off by:	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	