

Primary PE and Sports Premium: Strategy Report

What is the PE and Sport Premium?

- The premium is a sum of money given to us each year to improve pupils' participation in PE and sports. It is for pupils in Years 1 to 6.

Why do schools receive this?

- The funding is intended to help us:
 - develop or add to PE and sports activities that we already offer
 - make improvements now that will help pupils who join the academy in the future

How is it spent?

- We can choose how to spend the money but examples of what we can do include:
 - hiring sports coaches
 - paying for training for our teachers
 - introducing new sports
 - supporting after school clubs
 - running competitions

This report uses the template provided by the Association for Physical Education and Youth Support Trust (commissioned by the Department for Education (DfE)).

Academy: Desmond Anderson Primary Academy

Details with regard to funding

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| Total amount carried over from 2019/20 | £16,409 |
| Total amount allocated for 2020/21 | £35,609 (including carried over funds from 19-20) |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £0 |
| Total amount allocated for 2021/22 | £19,200 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £19,200 |

Swimming data

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| <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 then transfer to the pool when school swimming restarts.</p> <p>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</p> | <p>Please complete all of the below:</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>N.B. Even though your children may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.</p> | <p>30%</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>59%</p> |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | <p>54%</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 over and above the national curriculum requirements. Have you used it in this way?</p> | <p>No</p> |

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.



The DfE's 5 Key indicators across which schools should demonstrate an improvement:

- The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
- The profile of PE and sport is raised across the school as a tool for whole-school improvement
- Increased confidence, knowledge and skills of all staff in teaching PE and sport
- Broader experience of a range of sports and activities offered to all pupils
- Increased participation in competitive sport

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| Academic Year: 2021/22 | Total fund allocated: £19,200 | Date Updated: October 2021 | |
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| Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school | | | | Percentage of total allocation: |
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| | | | | % |
| 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 do now do? What has changed? | Sustainability and suggested next steps: |
| To increase physical activity at playtimes and lunchtimes. | <p>Embed the role of the PE Lead teacher to develop the use of zones and increase physical activity at playtimes and lunchtimes.</p> <p>Further develop physical activity in zones. Utilise staff during these times to deliver high-intensity activities zoned across the playground.</p> <p>Offer further staff training with PE Lead Teacher to lead activities on playground.</p> <p>Train lunchtime supervisors as Sports Leaders to deliver further activities at playtimes and lunchtimes.</p> <p>Utilise Multi use games area at playtimes and lunchtimes, as well as to provide brain breaks throughout the day.</p> <p>Develop the role of the PE Subject Leader in supporting playtimes and lunchtimes and increasing activity during these times</p> | <p>£28,309 to fund PE Lead Teacher</p> <p>£1800 to purchase additional playtime resources</p> | <p>Pupils will understand the benefits of physical activity and be eager to participate in activities at playtimes and lunchtimes.</p> <p>Lunchtime supervision staff have improved knowledge and understanding of suitable activities.</p> | <p>79% of total allocation</p> <p>5% of total allocation is on equipment</p> <p>PE Lead Teacher is developing positive habitual behaviour in pupils that encourages an enjoyment for physical activity. This means these behaviours will be long-term.</p> <p>PE Lead Teacher is training other staff to encourage physical activity therefore increasing sustainability.</p> |

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| <p>Increase participation in physical activity during after school hours and within competitive sport.</p> | <p>PE Lead teacher to deliver a range of sporting activities after school each day.</p> <p>Range of paid after school clubs to focus on physical activity from external experts e.g. basketball.</p> <p>PE Lead teacher to facilitate opportunities for pupils to compete in various sports out of school hours.</p> <p>Where pupils have clear talent in areas, PE Lead teacher to support parents to access clubs to promote physical activity.</p> | <p>£28,309 PE Lead Teacher</p> | <p>Pupils will understand the benefits of physical activity and be eager to participate after school.</p> <p>Clubs will be oversubscribed due to desire to improve physical activity.</p> | <p>79% of total allocation</p> <p>PE Lead Teacher is developing positive habitual behaviour in pupils that encourages an enjoyment for physical activity. This means these behaviours will be long-term.</p> <p>Pupils will see older pupils participating in competitive sport and be inspired to achieve this in the future.</p> |
| <p>Increase pupils' gross motor skills and strength through targeted physical activity at playtimes and lunchtimes</p> | <p>Install MUGA in playground areas for use at playtimes and lunchtimes.</p> <p>Provide opportunities to support pupils to develop their upper body strength and gross motor coordination.</p> | <p>£5,500 contribution to installation of MUGA (the majority of funding allocated from school fund, budget etc.)</p> | <p>Use of MUGA will increase as pupils skills improve.</p> <p>Pupils will demonstrate improved physical strength in PE lessons. Pupils will be able to engage with more sports independently as skills improve.</p> | <p>14% of total allocation</p> <p>MUGA is permanently sited therefore long lasting and hard wearing.</p> <p>Equipment will be maintained effectively to ensure longevity.</p> |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
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| | | | | % |
| 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 do and what can they now do? What has changed? | Sustainability and suggested next steps: |
| PE Leader to develop a highly progressive knowledge and skill rich curriculum so that pupils gain detailed knowledge of various concepts. | <p>PE Lead Teacher to review the curriculum linked to both PE and the delivery of Jasmine (Real PE).</p> <p>PE Lead Teacher to provide staff training on PE curriculum.</p> <p>PE Lead Teacher to continue to model best practice to teachers to enable them to understand how best to teach concepts in PE.</p> <p>PE Lead Teacher to develop assessment in PE to ensure that lessons are progressive.</p> | £0 | <p>Pupils will have improved knowledge in PE, which will be evident from assessments.</p> <p>The PE Lead Teacher will have a good understanding of strengths and developments across the academy and an action plan to address this.</p> | High-quality staff training and a knowledge rich curriculum will make planning of PE lessons easier and therefore staff will be better equipped to teach PE. |

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| <p>Wider range of paid after school clubs to be offered and promoted to increase physical activity after school.</p> | <p>PE Lead Teacher to source high quality sports clubs and to devise ways to promote these through assembly performances / competitive sport etc.</p> <p>Sports clubs to be promoted to parents via social media etc. to raise the profile of sports throughout the academy.</p> <p>Positive messages about physical activity to be promoted on social media.</p> <p>Link physical activity to other subjects and wider opportunities throughout the curriculum including focused wellbeing theme days.</p> | <p>£28,309 to fund a Sports Coach</p> | <p>Pupils will understand the benefits of physical activity and be eager to participate after school.</p> <p>Clubs will be oversubscribed due to desire to improve physical activity.</p> <p>Parents will encourage pupils to attend wider range of after school clubs.</p> | <p>79% of total allocation</p> <p>PE Lead Teacher is developing positive habitual behaviour in pupils that encourages an enjoyment for physical activity. This means these behaviours will be long-term.</p> |
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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
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| | | | | % |
| 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: |
| Improve the quality of teaching and learning in PE through the development of a knowledge-rich curriculum and clear modelling to staff. | <p>New PE Subject Leader to work alongside the Vice Principal and other members of the SLT to develop leadership skills.</p> <p>Develop PE curriculum maps to ensure they are progressive and knowledge rich.</p> <p>PE Lead teacher to team-teach lessons across all year groups.</p> <p>PE Lead teacher to monitor the quality of teaching in PE and coach staff to improve their teaching.</p> <p>Pupil voice on health and wellbeing to include information as to pupils' level of enjoyment around PE.</p> <p>Lessons timetabled to avoid teacher's PPA time to ensure class teachers are present for specialist lessons.</p> <p>Embed Real PE's learning platform, Jasmine, to ensure consistent, progressive approach and increased confidence in PE teaching.</p> | £28,309 to fund a PE Lead Teacher | <p>Pupils will have improved knowledge in PE, which will be evident from assessments.</p> <p>The PE Leader will have a good understanding of strengths and developments across the academy and an action plan to address this.</p> | <p>79% of total allocation</p> <p>High-quality staff training and a knowledge rich curriculum will make planning of PE lessons easier and therefore staff will be better equipped to teach PE.</p> <p>Links between PE curriculum and PSHE curriculum, as well as work on healthy lifestyles will enable pupils to make positive life choices in their futures.</p> |

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| <p>Improve the quality of teaching and learning in PE through the development of a knowledge-rich curriculum and clear modelling to staff.</p> | <p>New PE Subject Leader to work alongside the Vice Principal and other members of the SLT to develop leadership skills.</p> <p>Develop PE curriculum maps to ensure they are progressive and knowledge rich.</p> <p>PE Lead teacher to team-teach lessons across all year groups.</p> <p>PE Lead teacher to monitor the quality of teaching in PE and coach staff to improve their teaching.</p> <p>Pupil voice on health and wellbeing to include information as to pupils' level of enjoyment around PE.</p> <p>Lessons timetabled to avoid teacher's PPA time to ensure class teachers are present for specialist lessons.</p> <p>Embed Real PE's learning platform, Jasmine, to ensure consistent, progressive approach and increased confidence in PE teaching.</p> | <p>£28,309 to fund a PE Lead Teacher</p> | <p>Pupils will have improved knowledge in PE, which will be evident from assessments.</p> <p>The PE Leader will have a good understanding of strengths and developments across the academy and an action plan to address this.</p> | <p>79% of total allocation</p> <p>High-quality staff training and a knowledge rich curriculum will make planning of PE lessons easier and therefore staff will be better equipped to teach PE.</p> <p>Links between PE curriculum and PSHE curriculum, as well as work on healthy lifestyles will enable pupils to make positive life choices in their futures.</p> |
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| | PE Leader supporting teachers in usage of Jasmine learning platform. | | | |
| | PE Leader to develop monitoring schedule and link to coaching. | | | |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
|--|--|--|--|--|
| | | | | % |
| 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>Increase the range of sport on offer for all pupils so that they experience a broader range of sporting options at playtimes and lunchtimes.</p> <p>Ensure that the curriculum develops pupil knowledge of key sports in depth.</p> | <p>Embed the role of the PE Lead Teacher to develop the use of zones and increase physical activity at playtimes and lunchtimes.</p> <p>Further develop physical activity in zones. Utilise PE Lead Teacher during these times to deliver high-intensity activities zoned across the playground.</p> <p>Purchase some different activities to promote a broader range of activities during playtimes and lunchtimes.</p> <p>Playtime staff encouraged to introduce a different sport each week / day at lunchtimes to promote varying sports.</p> <p>Curriculum to detail sports that will be taught in depth.</p> | <p>£28,309 to fund PE Lead Teacher</p> <p>£1,800 to purchase resources</p> | <p>Pupils will have knowledge of a broader range of sports and be interested to play sports.</p> | <p>79% of total allocation</p> <p>High-quality staff training and a knowledge rich curriculum will make planning of PE lessons easier and therefore staff will be better equipped to teach PE.</p> <p>5% of total allocation</p> |

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| | <p>Staff trained to lead different play activities.</p> <p>Offer taster days using local expertise e.g. Cricket to promote a wider range of sports</p> <p>Link with West Sussex Games Partnership and local secondary schools to promote wider range of sports.</p> | | | |
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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|--|--------------------------------|--|--|
| | | | | % |
| 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: |
| Continue to engage in competitive sport, utilising all local opportunities for competitions. | <p>PE Lead Teacher to work alongside teachers to ensure organisation of competitions.</p> <p>Annual consent form to ease access for parents and pupils</p> <p>PE Lead Teacher to select and train teams for external competition.</p> <p>PE curriculum map to include termly competitions within year groups.</p> <p>Continue to enter all local WSSP competitions and to also attend other competitions not previously entered.</p> <p>Train selected children in competitive events.</p> | £28,309 to fund a Sports Coach | <p>Pupils will have knowledge of a broader range of sports and be interested to play sports. Pupils will be keen to participate in competitive sport.</p> <p>Parents/Carers and Local Community will read of participations and successes, which should increase willingness to participate in future events and opportunities</p> | <p>79% of total allocation</p> <p>High-quality staff training and a knowledge rich curriculum will make planning of PE lessons easier and therefore staff will be better equipped to teach PE.</p> <p>PE Lead Teacher is developing positive habitual behaviour in pupils that encourages an enjoyment for physical activity. This means these behaviours will be long-term.</p> <p>Pupils will see older pupils participating in competitive sport and be inspired to achieve this in the future.</p> |