

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)).

Date completed...July 2021.....

Review date.....July 2022.....

Academy: Holmbush Primary Academy

Details with regard to funding

Please complete the table below

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£17,650
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17,700
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 17,700

Swimming data

Please report on your Swimming data below

<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>	Please complete all of the below:
<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>	50%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	42%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	70%
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?	No



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

Academic Year: 2020/21	Total fund allocated: £	Date Updated:		
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: 60%
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:
Employ a Sports Coach to support and deliver PE lessons, clubs and playtime activity.	Sport Coach to ensure 2 hours of dedicated PE a week, in addition to organising active playtimes – organised games – and the implementation of pupil Sport Leaders.	£5275	All children involved in at least 2 hours of high quality physical activity per week. Sports Leaders implemented with zones for them to run. The quality of this has been impacted by the pandemic.	Ensure Sports Leaders are trained to set up and run games with younger children during playtime.
Outdoor equipment to encourage active play.	Purchase of Outdoor Gym Equipment to include children who do not enjoy traditional sports. Purchase and installation of wooden	£4050 £1306	All pupils accessing outdoor gym equipment has seen an increase in physical activity.	Ensure equipment is well maintained.

	target wall to allow safe play of football and cricket at playtimes.			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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 do and what can they now do? What has changed?:	Sustainability and suggested next steps:
Sporting announcements, acknowledgments and achievements to be regularly posted on ClassDojo and as part of achievement assemblies. Sports certificates etc maintained on display. Use PSHE to raise the profile of the benefits of physical activity on mental health.	Ensure both in school and out of school sporting achievements are acknowledged. Ensure this is updated regularly. Regular information sent to parents. Send out different ideas based on PSHE learning and children's mental health week, to parents.	As Sport Coach spend	The whole school community have been exposed to information about the benefits of physical activity. Pupils and parents have an understanding that the academy values effort, participation and achievement in physical activity both in school and outside of school. Pupils willingly share their experiences.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				4%
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:
Take part in CPD activities offered through the locality sport partnership.	Access remote and in person training events as organised by the locality.	As locality spend	All teachers attended gymnastics training. Teacher confidence has increased and monitoring shows that pupils are accessing gymnastic equipment appropriate to age and stage of development. The academy have utilised free opportunities through providers such as LTA and in school expertise has been shared.	Survey teachers to ascertain which areas of the PE curriculum need to be developed next.
Ensure the PE curriculum is progressive across the whole of the academy.	PE lead to create a progressive long term plan using the PE Hub materials as appropriate.	£455	Pupils experience a progressive PE curriculum.	Monitor the implementation and impact of the new PE curriculum. Particularly with regard to SEN participation and differentiation.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				26%
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>Make sure pupils are exposed to at least one new sport a year.</p> <p>Ensure inclusive sports are accessed by all pupils.</p> <p>Work with outside agencies and the sport coach to provide a range of sporting clubs on offer to pupils.</p> <p>New gymnastic equipment to ensure needs of pupils are met.</p> <p>Purchase of new/replacement equipment.</p>	<p>Use Sports Week to introduce children to a new sport.</p> <p>Ensure an inclusive sport is included in Sports Week – Boccia and Curling.</p> <p>Continue to make use of Albion in the Community and Sussex Cricket to provide clubs.</p> <p>Pre-plan sports club to ensure a good balance of opportunity across the academic year.</p> <p>Purchase of a wider variety of gymnastics equipment, to include low beams, larger mats and different tables.</p> <p>Ensure equipment is good quality and safe. Ensure equipment for Boccia, Curling, Handball and Kwik Cricket is purchased.</p>	<p>As Sport Coach spend</p> <p>£3211</p> <p>£1441</p>	<p>Pupils have had the opportunity to try a range of sports including volleyball, boccia and curling.</p> <p>ALL pupils were able to take part in activities due to the change in the way Sports Day is traditionally run. By increasing this to a week, pupils were able to take part in all sports.</p> <p>The provision of a 'multi-sport' club gave pupils a taste of different sports. Covid lockdowns and isolations had an impact on the participation in clubs.</p> <p>The wider range of gymnastic equipment allows pupils of all abilities to remain motivated and make progress. Equipment has made the implementation of the gymnastic curriculum easier. More equipment means that pupils can be active for more time during the gymnastics lesson.</p> <p>Pupils have had experiences of the 4 additional sports.</p>	<p>Pupil conferencing to find out which sports pupils would like the opportunity to try.</p> <p>Look at the range of sporting clubs offered to KS1 children.</p> <p>Identify other outside agencies who could support with the provision of clubs.</p> <p>Consider how lunch time clubs could be utilised to increase participation further.</p> <p>Continue to monitor for gaps in provision by evaluating sequences of learning at the end of each unit.</p> <p>Purchase appropriate equipment for a new sport.</p>
<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation:</p> <p>9%</p>
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<p>To ensure all pupils are given the opportunity to take part in competitive sport outside of the academy.</p>	<p>Continue to be part of the locality School Sport Partnership, attending competitions as scheduled.</p>	<p>£1912</p>	<p>Although there were a reduced number of competitions due to the Covid pandemic, Holmbush continued to take part in the competitions that were offered.</p>	<p>Continue to take part in events organised by the locality.</p> <p>Ensure that data is collected to check that all pupils have the opportunity to take part in the sports they are most interested in.</p> <p>Check that Pupil Premium and SEN children have the same level of opportunity as the rest of the cohort.</p> <p>PE lead to organise house competitions to further increase participation.</p>
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