

Sir Alexander Fleming Primary School and Nursery

Evidencing the impact of the Premium PE and Sports Funding



Reviewed: 7th July 2021

 

Did you carry forward an underspend from 2019-20 academic year into the current academic year? NO

**Total amount carried forward from 2019/2020 £0**

**+ Total amount for this academic year 2020/2021 £18,679.20**

**= Total to be spent by 31st July 2021 £17,670 Carry over: £1,009.20**

|  |  |
| --- | --- |
| Meeting national curriculum requirements for swimming and water safety.  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.  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. | Not met |
| 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 pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2021. | 0% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?  Please see note above. | 0% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 0% |
| 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 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Academic Year:** 2020/21 | **Total fund allocated:** £ | **Date Updated:** | |  |
| **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:** |
| Improve the quality of children’s physical activity education across the school.  To maintain our Gold School Games award  and aim for platinum | Employ sports coach to ensure children receive high quality PE.  2 x PE sessions a week per class  Variety of lunch time activities led by PE team  ASC- provided by sports coach and assistant.  Purchase new sports equipment  Purchase new kits for competitions  All classes to take part in daily mile on non-PE days  Orienteering day and sports day to be held each year  Alexander mile to be held in class bubbles and results fed back to the class and certificates for 1st, 2nd and 3rd places | £14,000  £1,500  £0 | The quality of PE provision for all children is outstanding across the school. Lesson observations and assessments of children show this.  Children have received a range of  sporting opportunities through lessons and this continued throughout lockdown and covid.  Teaching Assistants have joined PE sessions this year but we need to ensure that they are participating and supporting small groups or 1:1 children.  In zoned areas, children have had access to limited equipment that can be cleaned easily between sessions. There has been an increase in football and basketball at lunchtimes.  There has been an Improvement in the self-esteem and fitness by gaining a wider knowledge about personal well-being and healthy eating. | Upskill TAs so coaches can take 1 group each  Ensure children that need additional support are targeted  Train LTS to lead activities.  Increase the cultural capital for children by increasing the number of after school clubs. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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** | **Evidence of impact: what do pupils now know and what can they now do? What has changed?:** | **Sustainability and suggested next steps:** |
| Raise the profile of PE through the school  Children have a positive experience and mindset towards PE  The number of children wearing appropriate PE kit  An improved attitude towards PE. | Clear progression of skills planned through a long term overview  Good coverage of all sports and activities  Structure cross curricular links  Access the voice of our children  Increased reporting on class Seesaw accounts  Update website sports blog frequently  Purchase IPad | N/A  £250 | Children have a positive experience of PE and through pupil voice we were able to ascertain the views of children.  Children have been coming to school wearing their PE kit due to Covid and changing restrictions. This has led to an increase in children wearing sports kit but on the whole the kit is not always appropriate for PE.  The behaviour during PE sessions has improved and the coaches have been working hard with the behaviour lead, Claire Killick, to find different strategies to support learners.  There has not been any reporting of PE activities on Seesaw or the school website by the coaches so this will need to be a priority for next year. | Self- assessment for children  Cross curricular links- maths to sports athletics  Increased reporting, blogging of PE activities so that we can share he success of our children and increase parental engagement. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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** | **Evidence of impact: what do pupils now know and what can they now do? What has changed?:** | **Sustainability and suggested next steps:** |
| Increased confidence of teachers and TAs to deliver PE across the school. | Opportunities for coaches to upskill by attending courses for gymnastics  Upskill LTS to play games with children and to interact.  Upskill Teaching Assistants so they can support in PE sessions and lead small group activities  Introduce year 5 Sports Leaders to aid with the delivery of lunchtime clubs, inter-class competitions, and leading small groups. | £0  Membership to TWSSP | Coaches have gained an improved knowledge and confidence when delivering gymnastics and dance  Adults wearing PE kits to school and have been participating in activities.  There has been an improved attitude towards PE sessions by staff and children.  Lesson plans are available for teachers to deliver high quality PE lessons, when coaches are unavailable. These are stored on the T drive.  . | CPD for staff on delivering gymnastics  All teachers to attend PE sessions to upskill for their professional development.  Entering more sporting competitions |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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** | **Evidence of impact: what do pupils now know and what can they now do? What has changed?:** | **Sustainability and suggested next steps:** |
| Increase the range of sports and activities offered to all pupils.  Parents and children to see more PE | Keep in touch with TWSSP and arrange loaning of equipment.  Using Ipads to blog student achievements and information an-bout upcoming events.  Offering a variety of more unusual sporting activities to attract less interested pupils (Boccia, curling, archery, wheel chair basketball). | £1,920 | We have loaned equipment from TWSSP to support with offering an increased range of activities for children  Boccia, curling, archery, hurdles etc | Provide more opportunities for children to participate in competitions  Increased after school activities provided for children  Use IPads for evidencing lessons and reporting these on Sessaw to increase parental engagement.  Feedback form children to assess what they have enjoyed and what they would like to try next. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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** | **Evidence of impact: what do pupils now know and what can they now do? What has changed?:** | **Sustainability and suggested next steps:** |
| Provide children with an incentive to have a more positive relationship with sport and competitions  Higher confidence levels to compete and showing a competence when competing. | Enter more competitions, and aim to finish in a higher position in all competitions,  TWSSP partnership  Transport  Use Ipad to blog our achievements | £1,500 transport costs | We have not been entering many competitions due to Covid-19 but we have played 3 football matches against local schools.  Sports Day in Year group bubbles for Nursery to Year 6. These were a huge success and children thoroughly enjoyed competing against each other.  Alexander Fleming Mile – all children participated in this event and certificates were awarded to children who positioned 1st, 2nd or 3rd. | Continue to enter competitions.  Ensuring all children from year 6 have the opportunity to compete in at least 1 interschool competition, evaluating children’s interest.  Track the number of PPG children who participate.  A/B/C teams giving more children an opportunity to experience school competitions and competitive sports events outside of school. |

|  |  |
| --- | --- |
| Signed off by | |
| Head Teacher: |  |
| Date: | 22.7.21 |
| Subject Leader: | Ross Broderick |
| Date: | 22.7.21 |
| Governor: | Terry Yarnall |
| Date: | 22.7.21 |