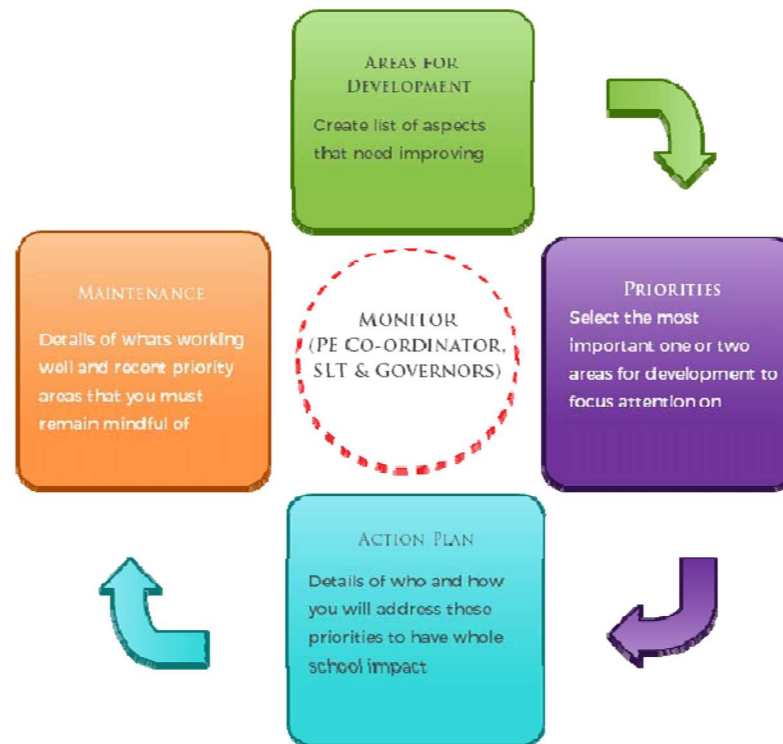




Primary PE and Sports Premium 2020-21 (Action Plan & Evaluation)

Objective: We believe that Physical Education and competitive sport plays a vital role in the development of our children and the ‘Herrick Character’. Each and every child is encouraged to participate in physical activity and understand the benefits such as: respecting themselves and others, never giving up, making the right choices and contributing to the community. Our ultimate goal is to achieve self-sustaining improvement in the quality of PE and sport at Herrick Primary School. Please see Figure 1



Academic Year: 2020 -21		Total fund allocated: £ 18,000 (approximately)		<h1>Evaluation</h1>			
A	B	C	D	E	F	G	H
PE and Sport Premium Key Outcome Indicator	School Focus/ planned <u>Impact</u> on pupils	Actions to Achieve	Planned Funding	Actual Funding	Evidence	Actual Impact (following Review) on pupils	Sustainability /Next Steps
1. The engagement of all pupils in regular physical activity – kickstarting healthy active lifestyles	<p>Cycling proficiency in Year6.</p> <p><u>Out of hours clubs.</u></p> <p>New outdoor equipment to support curriculum</p> <p>Active Lunchtimes (Sports Leaders)</p> <p><u>impact:</u> preparation for healthy adult life</p> <p>Structured playtime and lunchtime activities to be planned <u>impact:</u> pupils learn to make healthy choices/ recognise alternatives methods of travel linked to healthy lifestyles/gain a greater level of understanding of skill and competitive development.</p>	<p>-Enable the children to ride bikes 20,safely and with good road safety knowledge. Encourage children to cycle more at the weekends and in the holidays.</p> <p>-Give all children the opportunity to join clubs and activities £2,095</p> <p>-Children to exercise in a more varied way and to have a new environment to be active in (<u>dependent on bubble location</u>). - A range of activities provided for our children to be involved in at lunchtimes led by sports leaders and lunchtime supervisors. £3,100</p> <p>plan targets and activities to suit a wide range of interests and abilities. £1,050</p>	£6,245		<p>-Children more confident when riding their bikes. An increase in students owning and using their own bike.</p> <p>-Track the number of children across the age ranges that attend the out of hours clubs.</p> <p>-Children using the equipment during playtime and lunchtimes, and also as part of their PE lessons.</p> <p>-Students are more active during break times and lunchtimes.</p> <p>-Monitor attendance and track whether there's an uptake in other clubs and activities</p> <p>Completion of assessment questionnaire to gain level of interest during the first term. <u>Evidence:</u> pre and post initiative questionnaires/planner documentation</p>	<p>The catch up and sports premium was utilized to support the physical and mental well-being of groups of children across the whole school. A total of 45 children were supported through multi-sports after school clubs. (see attendance register for evidence)</p> <p>Each phase purchased equipment and increased the physical activity of children during non-contact time (see order forms for evidence)</p> <p>The curriculum and PE sessions were adapted due to take into account the</p>	<p>Bike riding: Children to be identified in the 1st half term of '21/'22 who cannot ride a bike.</p> <p>Bike riding groups to be identified for KS2 children.</p> <p>-</p> <p>Sports clubs and physical activity sessions: to be ran at lunchtimes and after school – free of charge to families.</p> <p>Break and lunchtime: The role of the Blue Hat will further increase with weekly meetings and a physical activity booklet created for</p>

						<p>reduction of contact points, hence the reduction of equipment being used in PE sessions.</p> <p>PE premium money was used to support the role of the Blue Hats (physical activity leads) at lunch times.</p>	<p>all children.</p> <p>Playground markings will be added to both KS1 and KS2 playgrounds.</p>
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<p>2. The profile of PE and sport being raised across the school as a tool for whole school improvement</p>	<p>Create storage area / designated areas for sports leaders and clubs – <u>impact:</u> supporting pupils to participate in both lunchtime and after school sporting activities</p>	<p>Purchase storage Create designated areas for sports leaders</p>	<p>£1,800</p>		<p>Designated areas will support children to participate in sporting activities - <u>Evidence:</u> % of pupilstaking part in sport to increase (PE file)</p>	<p>Areas of storage were modified to house bubble specific equipment so that physical activity and PE could take place safely. This allowed active break and lunchtimes to continue.</p>	<p>PE Profile: Continuation of the Blue Hats and their profile to be increased. Activities to be set up, games to be supported and cool downs to be apparent every day. Child-led, chaired meetings to be held bi-weekly in order to raise the profile of the blue hats.</p>
	<p>-Clear notices displayed on notice board giving details of sporting internal and external activities. -Sporting achievement certificates regularly presented in assemblies -Newsletters -employ sports-coordinator to both organise and complete relevant administrative duties in relation to tournaments / festivals.</p>	<p>-Keeping children and parents informed of various sporting activities. -Giving children the opportunity to see what is on offer within school and from local sportsfacilities – <u>communicate changes in-relation to Covidmeasures</u> -Encourage children to celebrate the certificates and medals they achieve. -A weekly newsletter to all parents, with a section dedicated to the achievements made in PE. -The sports co-ordinator to work alongside all year groups for the development of PE</p>	<p>£3,995</p>		<p>-Allowing children the opportunity to attend clubs and activities and to be aware of when they are taking place. -Pupils take pride in receiving certificates. -Parents and childrenhave a greater understanding of what is happening in school and a higher perceived importance of PE -Sports co-ordinator to enhance the development of sport within the school.</p>	<p>Children have been informed of lunchtime and break time activities taking place. Communicat ion with parents in terms of PE and Physical activity has been evident in terms of clear PE days and after school clubs. Parents have been informed of these times to support the safety measures required to allow them to take place.</p>	<p>Informed communication: To further enhance the profile of PE and Physical activity, a weekly PE newsletter is to be completed by the Blue hats to inform all stakeholders of various sporting activities, achievements and events. Sports Coordinator: A PE apprentice is to be hired with a three year plan of them becoming the PE and Sports Premium lead.</p>

						The hiring of a sports coordinator has not been undertaken due to the bubble restrictions that would have been placed on the individual.	
3. Increased confidence, knowledge and skills of all staff teaching PE and sport	Swimming - Health and safety awareness and upskilling of staff including wet and dry swim tests -SEND – differentiation working with TA’s working with 1-1 staff Member of SSPAN	<u>Scheduled for Spring Term</u> -Annual wet and dry test for all staff taking part in swimming activities. -Risk assessment completed and understood by all staff Differentiation included in. planning – TAs and 1 – 1 made aware of key objectives and outcomes. - PE team inform staff of SSPAN events and activities. Offers CPD opportunities	£3,100		Teachers will have developed skills and knowledge on planning and delivering effective PE lessons <u>Evidence:</u> planning and pupil interviews	Swimming was cancelled for the academic year due to COVID-19. Planning, in particular differentiation, has not supported the delivery of the high quality curriculum that is to be taught. The continuation of the SSPAN membership has allowed for competition ideas as well as sessions provided throughout	Swimming: To take place for Year 5 as the current Year 4 cohort have missed their opportunity Planning and Differentiation: Planning software to be purchased to allow for high quality planning to support high quality delivery of the curriculum. This is also to support other areas of tracking, documenting and assessing PE across the school. SSPAN: Become a member of the SSPAN once again and identify the events that we

					remote learning, but has not had the desired impact of direct competition and increase of physical activity.	wish to take part in. All competitors are to receive training in order to understand rules of competition.
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<p>4. Broader experience of a range of sports and activities offered to all pupils</p>	<p>-A broad, balanced and varied PE curriculum, which offers a variety of sports and understanding of key concepts related to SMSC/BV</p> <p>- Development of the following activities within the curriculum to give a broader range of activities available: Football, Gymnastics, Just Dance, Basketball, Cricket, Athletics, Rounders, Netball, Cross Country, Balls Skill, Multi Skills and Dodgeball (with emphasis on Rugby and Cricket with outside providers used to enhance skills.)</p>	<p>-The continued provision of a wide range of activities both within and outside the curriculum in order to increase the pupils' fitness and involvement.</p> <p>-To engage children in extracurricular activities in order to further develop skills and improve levels of physical activity.</p> <p>-Including these skills in the planned PE programme across all age ranges. - Working with KS2 children to enhance ball skill and control.</p>			<p>Higher number of children involved in a range of competitive sports throughout the year and for a team ethos to be created – this will be planned for bubbles</p> <p>Children are much more confident and enthusiastic with their abilities.</p> <p>Evidence: % of pupils taking part in sport to increase (PE file)</p>	<p>The curriculum is apparent and offers knowledge and skills that children are to access. The impact of the the curriculum is yet to be fully understood due to the adaptations that were required during lockdown.</p> <p>Phases have embedded weekly physical activity sessions in order to increase the level of activity during the school week.</p> <p>A total of 45 children were supported through multi-sports after school clubs. (see attendance register for evidence)</p>	<p>Curriculum:</p> <p>The curriculum is to be merged with the planning software to create a Herrick Specific PE SOL for all Year groups</p> <p>Increase fitness and involvement:</p> <p>Groups of children are to be identified in order to demonstrate low level of physical activity. They are to be offered extra-curricular sessions to increase.</p>
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					Children provided with choice of activities <u>Evidence:</u> planning and pupil interviews		
5. Increased participation in competitive sport	Boys and Girls Rugby training and competitions. KS1 festivals and Athletics training(sports coach) Cricket – Hard ball training and league competition. Kwik cricket training and tournament event.	Developing key skills and competing with emphasis on safety and use of resources -Teams from Years 1, 2develop key skills and compete in physical activities related to limited space -Developing key skills	£2,500		Uptake of children wanting to beinvolved in competitions. -Gaining confidence and experiencefrom competing <u>against other schools.</u> Teamwork and pride in representingtheir school against other schools.	The appointment of a sports coach was postponed but PE provision was funded instead. This allowed for high quality PE to be delivered to KS2 but not KS1. Sport-specific teams have not been set up.	Competition and Teams: Teams and competition to be initiated both inter and intra school. Involvement in SSPAN to be apparent again next academic year

	<p>Booster/ swimming sessions for targeted children (train Herrick staff to deliver swimming sessions) –</p> <p><u>Impact:</u> identify pupils to participate in competitions/ pupils and teachers working together to develop confidence / higher % of pupils to achieve 25m and L3 /</p>	<p><u>Summer Term(post Covid)</u> Competing in hard ball cricket leagues and also a Kwik cricket tournament during the summer term</p> <p>Teachers to have relevant training and complete swimming tests/ produce records to reflect progress of pupils/ enter children in swimming competitions /promote swimming in community</p>			<p>-Children competing individually and as a part of their bubble/class groups in a fun, competitive and exciting environment, creating a feeling of morale and team spirit.</p> <p>Children achieve a higher level of confidence and achieve 25m / L3</p> <p>- <u>Evidence:</u> higher % of pupils in comparison to 2018 (no figures for 19-20) (Swimming file)</p>	<p>Swimming was postponed for the whole academic year, with the current Year 4 cohort being provided with the opportunity in '21/'22.</p>	
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