**Evidencing the Impact of the Primary PE & Sports Premium**

**2021-2022**

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Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

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.

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| Key achievements to date until July 2020: | Areas for further improvement and baseline evidence of need: |
| Travel Tracker has been introduced throughout the school with 75% of children making active journeys to school on a regular basis.Lunchtime supervisors were given training on how to engage children in games during lunchtimes.Gold sports award achieved in 2019 and school is on track to maintain this level of provision. Sports Crew are established.A new PE scheme of work has been introduced to staff which ensures progression of skills are taught throughout the curriculum and has given staff greater confidence in teaching and assessing PE. | Target use of sports coach and apprentice to prepare children for competitive sports event to win trophies and medals and boost confidence and the profile of sport across school. Organise provision of swimming lessons for Year 4 children who missed swimming lessons in Year 3 due to Covid.Develop competition tracker to ensure all children participate in competitive sport.Identify inactive children and facilitate activities to promote healthy lifestyles. |

Did you carry forward an underspend from 2020-21 academic year into the current academic year? NO

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

**+ Total amount for this academic year 2020/2021 £20460**

**= Total to be spent by 31st July 2022 £20460**

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| 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.** |  |
| 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.Please see note above. | 85% |
| 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. | 75% |
| **What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?** | 97% |
| 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.

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| **Academic Year:** 2021/22 | **Total fund allocated:** £: £20460 | **Date Updated: 20.6.22** |  |
| **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 aboutwhat they need to learn and toconsolidate 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: |
| To engage more children in physical activity which will increase levels of fitness and concentration in school and promote a healthy lifestyle ethos. Through this we also aim to reduce obesity levels and improve children’s mental health. Due to lockdown many children led a less active lifestyle and have been unable to access sports clubs etc.Frequent bouts of physical activity throughout the day yield short-term benefits for mental and cognitive health while also providing opportunities to practice skills and building confidence that promotes ongoing engagement in physical activity. | Hire ‘Live it Get Active’ sports coaches to work with children in KS2 on High Intensity Training and healthy lifestyle choices during the school day and to provide after-school clubs.Hire a PEAK PE TA Apprentice to support PE provision across school. Liaise with coaches to plan for events and curriculum coverage. Sport activities delivered by PEAK TA Apprentice before school during Breakfast Club sessions, during lunchtime and after-school. Staff to use free online resources to facilitate ‘activity breaks’ three times per day during lesson time.  | £3600£6000 | Improved fitness ad performance levels. Data from Live It Get Active demonstrates that children can do more HIT exercises per minute from baselines earlier this year. Increased opportunities for children to participate in breakfast and lunchtime sport. Positive role model has increased sports participation during these times. Improved sportsmanship and improved behaviour during lunchtime football matches. Improved participation at intraschool competitions. Increased support for inclusive provision for SEN pupils.Increased focus and concentration. Increased opportunities for physical activity at regular intervals throughout the day have increased health and fitness levels.  | Change of priority for 2022-23 to focus on specialist sports provision and the continuation of our sports apprentice. Continue to fund the PEAK TA Apprentice to facilitate this provision. Continue to use and promote the free online resources.  |
| **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 aboutwhat they need to learn and toconsolidate 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: |
| Physical activity is essential for a healthy lifestyle. We want to empower both staff and children to lead school improvement in PE and sport; our vision is that everyone can be outstanding role models and should promote physical activity every day at Hartburn Primary School. Our goal is to ensure that children have the positive mental attitude, confidence, skills and knowledge to maintain a healthy, active lifestyle **independently** as they leave school and grow into adults.  | Pupils trained as Sports Leaders to lead games during break and lunchtime. Leaders provided with uniform(hoodies) to stand out at playtimes.Embedded and reviewed each term.  | £50 | Positive pupil role models have improved behaviour, sportsman ship, confidence in sport and have increased physical activity at breaks and lunchtimes.  | Continue to elect, train and promote new Sports Leaders for the next academic year.  |

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| **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 | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| Ensure staff are confident in teaching and assessing PE and provide them with CPD to support this. In addition, there have been new staff who have joined our school who will benefit from using this scheme of work.  | Subscription to Complete PE to increase the confidence, knowledge and skills of staff in teaching PE. Sports attainment and progress tracking system implemented. | £2000 | Staff are upskilled in the teaching of the PE curriculum. Increased staff confidence. Accelerated progress in PE due to effective gap analysis.  | Continue to subscribe to Complete PE. |
| **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 | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| Due to Covid restrictions, many of the 2020-2021 cohort of Year 3 children have been unable to participate in swimming lessons. This will have a negative impact upon the percentage of children who are able to swim by the time they leave primary school. | Provide Year 4 children with the opportunity to access swimming lessons. | £1,500 | More children are water confident, safe and can swim in KS2.  | Continue to organise provision for non-swimmers in KS2.  |
| Give children the opportunity to explore and try new physical activities in order to promote physical and mental health and allow children to develop essential life skills. | Provide children with a variety of activities that they may not have experienced before to broaden their experiences of different physical activities i.e. rock climbing, skateboarding etc. Through this we aim to promote mental health and life skills.Purchase new equipment and replace any tired/broken equipment.  | £1500£346 | Postponed until 2022-23 due to facility availability.  | Plan Resilience Week to take place in Spring 2023.  |

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| **Key indicator 5:** Increased participation in competitive sport | Percentage of total allocation: |
| % |
| **Intent** | **Implementation** | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| Healthy competition invokes a keen interest in personal challenge, reaching and exceeding targets and achieving personal bests. At Hartburn Primary School we endeavour to provide all children with the opportunity to compete in and out of school; to instil a growth mind-set we wish for all children to experience and positively learn from success and failure. It is our vision to positively promote the values of good sportsmanship in competitive sport. | Hire qualified Rugby coaches to deliver sessions to children preparing for local competitions.Stockton Schools Partnership subscription. Transport to sports events.Participation in the annual Stockton Sports Awards. | £350£2114£3000 | Children had a good understanding of the rules and values associated with rugby and were able to develop their hand eye coordination and tactical awareness.Y5/6 Children qualified for the SSP Tag Rugby Finals.Children in competed against other schools in a variety of sports developing school games values and sportsmanship.Y3/4 football team won a Tees Valley event in association with Middlesbrough football club.Children were recognised for their contributions and success in PE. | Sports leaders to implement in house tag rugby competitions building on skills that have been developed by coaches.Renew SSP partnership to ensure children have the same opportunities to compete in competitive sport. Work with other schools in the trust to facilitate a trust competition where more children are able to access inter school competitions.Develop a termly sport award based on the school games values to be given out in assembly. |

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| Signed off by |
| Head Teacher: | Claire Park |
| Date: | 1.9.21 |
| Subject Leader: | Mark Whitecross & Catherine Danby |
| Date: | 1.9.21 |
| Governor: | Carolyn Yule |
| Date: | 1.9.21 |