

**Nursted Community Primary School
Sports Premium Grant**

Planning Report for 2020-2021

With End of Year Review

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.

Key achievements during the 2020-2021 Academic Year	Areas for further improvement and baseline evidence of need for 2021-2022:
<p>What went well during the 2020-21 Academic Year</p> <ul style="list-style-type: none"> We embedded the relationship with PH Sports to improve provision of coaching at lunch times and to upskill staff through regular observation and team teaching of PE lessons. We subsidised fees for Y5/6 residential trips as they had had limited opportunities for outdoor adventurous physical activities through the year due to Covid restrictions. This enabled all those who wanted to go, to go. We provided additional Mental Health and Well Being support in school (ELSA) to help children cope with the pressures of lockdown, Covid and the return to school with Covid restrictions in place. We purchased new sports equipment for each class for break and lunch times to encourage more active play. We purchased 7 iPads, one per class to help record performance and provide feedback to children. We held regular meetings with the link governor to ensure everyone had a focus on impact of these activities. 	<ul style="list-style-type: none"> Increase opportunities for all children to be physically active on a regular basis and not just during PE. For example consider introduction of a daily sporting activity e.g. Daily Mile. Offer a variety of opportunities for children to take part in live sporting event with other schools (through link with Devizes School). Provide a rich range of different sporting experiences for the children to take part in over the year to increase their knowledge of different ways to be physically active. Offer inspirational sporting experiences such as inviting Olympic athletes to visit the school. Continue to develop strategies to support good mental health and wellbeing through our PSHE curriculum and the use of ELSA and THRIVE. Embed the use of the ipads in PE lessons to record performance and to provide good feedback to children to ensure they make good progress.

Meeting national curriculum requirements for swimming and water safety by the end of 2020-2021 academic year.	%
<p>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 2020.</p>	<p>No swimming in 20/21 due to COVID-19</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>No swimming in 20/21 due to COVID-19</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>No swimming in 20/21 due to COVID-19</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 swimming in 20/21 due to COVID-19. No Sports premium was used for swimming during 2020/21</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.

Academic Year:	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 pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				40.82%
Intent	Implementation		Impact By July 2021	Suggestions for next Year
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i>
<ul style="list-style-type: none"> Broad and balanced curriculum of PE – focuses on a variety of skills and games Children to develop tactics and positional awareness when playing invasion games Children to receive PE three times a year from a specialist coach (staff to use this as CPD) Maintain PE equipment and resources, so that teachers can plan and deliver engaging and enjoyable PE lessons Sports coaches to run lunch time clubs to increase participation and daily activity Equipment bags for each class to be purchased. Play Shed – consider buying 	<ul style="list-style-type: none"> Curriculum maps in place Lesson plans provided by PH Sport to support class teacher’s professional development. Lesson observations and team teaching carried out by class teachers, to enhance their teaching practice. Equipment in place PH Sports to deliver lunch time activities PH Sports to lead after school clubs Swimming lessons (if and when appropriate due to COVID) Break and lunch equipment bags for each class to use – children to use the 	PH Sports PE lessons (£4,134) PH Sports Lunchtime (£5,218) BSC Subsidy (£1,000) PH Sports After School Club (£732) Resources (£3, 255)	<ul style="list-style-type: none"> Class teachers report that PH Sport coaches are providing them with good quality CPD in sports/games. Class teachers are now more confident to plan and teach a series of lessons. Children’s skills are improving. During Terms 5+6 PH Sports provided extra-curricular games for children in Y5+6, enhancing their physical activity and skill level. Individual class equipment bags purchased and delivered Dec ‘20/Apr ‘21. These 	<ul style="list-style-type: none"> Before School Care should continue to include regular physical activity. Continued mental health support for those who need it. More after-school clubs for all ages to be re-introduced to encourage more physical activity. Teaching staff to consider how to Introduce opportunities for daily exercise and movement.

	<p>equipment freely</p> <ul style="list-style-type: none"> To help children with mental health 	ELSA (£2,000)	<p>have encouraged children to create and play physically active games with their peers at break and lunchtimes.</p> <ul style="list-style-type: none"> TA supported key children with mental health and wellbeing issues related to the impact of lockdowns and school closures 	
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p> <p>0.58%</p>
Intent	Implementation		Impact	
<p><i>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:</i></p>	<p><i>Make sure your actions to achieve are linked to your intentions:</i></p>	<p><i>Funding allocated:</i></p>	<p><i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i></p>	<p><i>Sustainability and suggested next steps for 2021-2022:</i></p>
<ul style="list-style-type: none"> Inter school tournaments in bubbles promoting competition Special recognition (trophies) for those children who worked hard Certificates for winning house or an in-class reward Children to assess their own and their peers performance 	<ul style="list-style-type: none"> Teachers to organise inter-school completions in their PE lessons once a term – children compete in their house colours (approach as a whole school) Head teacher to announce winners and highlight particular efforts When performing children record on iPads and use this to provide feedback 	<p>£100 for trophies</p> <p>iPads x 7 (£2,100)</p>	<p>Planned tournaments were not possible due to Covid restrictions, so impact limited in this area.</p> <p>Ipads recently purchased are just starting to be used to capture performance and to give feedback. This will continue to be a focus next year.</p>	<ul style="list-style-type: none"> Involvement in tournaments and leagues to be re-instated once Covid restrictions allow. Regular celebrations of achievements outside of school to be included in weekly Praise assembly. Embed using ipads to capture performance and to give feedback. Aim for this to be done

				across classes to increase impact.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				12.61%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps for 2021-2022:</i>
<ul style="list-style-type: none"> • Staff feel confident in planning and addressing key skills to be taught • Lesson observations by PE lead, who will provide feedback • Curriculum map agreed • Provision skills document agreed. • Teachers use assessment tool to track progress • Training for RQT 	<ul style="list-style-type: none"> • Lessons modelled by sports coaches. Lesson plans shared with teachers. • Class teachers team teach lessons with sports coaches. • Curriculum map agreed and followed. • Progression skills document used for planning • 	PH Sports PE lessons (£4,134)	Class teachers report that PH Sport coaches are providing them with good quality CPD in sports/games. Class teachers are now more confident to plan and teach a series of lessons. Children's skills are improving, as seen by assessments. The PE lead observed lessons during the summer term of 2021 and reported that the quality of teaching in PE in all years was at least good.	<ul style="list-style-type: none"> • Continue to work alongside PH Sports to identify areas of weakness in teaching and to ensure teachers improve their skills in these years. • New members of the teaching staff are prioritised for support if teaching PE. • New PE lead to check curriculum coverage is appropriate for all years with clear links being made.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				30.15%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps for 2021-2022:</i>

<ul style="list-style-type: none"> • After school clubs – targeting more niche activities (when possible with the mixing of bubbles) • Taster sessions organised. • Forest School to increase activity • Contribution towards Y5 and Y6 residential trips 	<ul style="list-style-type: none"> • PH Sports to offer after school clubs throughout the year • Outside agencies deliver taster sessions for different sports and activities • Forest School sessions led by a qualified instructor • Reducing the cost of residential trips for parents/carers 	<p>PH Sports After School Clubs (£732)</p> <p>Forest School (£780)</p> <p>Y5 Residential (£3,000)</p> <p>Y6 Residential (£4,500)</p>	<ul style="list-style-type: none"> • The impact in this Key Indicator was limited during 2020/21 due to Covid restrictions, with all competitive sport being cancelled for much of the year. We were also unable to invite visitors into school. Taster sessions in different sporting activities and Forest School activities did not take place as planned. • Once restrictions allowed, we re-introduced opportunities for children in Y4/5/6 to be involved in extra-curricular activities in their bubbles. This increased their range of activities for the year, including the Y4 bubble taking part in Goal Ball, an activity designed to be played by people with visual impairments alongside those with no impairment. • All children in Y5 and all except one child in Y6 took part in the residential trips organised, which meant they had the opportunity to try a wide variety of adventurous activities such 	<ul style="list-style-type: none"> • After school clubs offered to Y1-Y6 • Small subsidy for residential to encourage as many children as possible to experience a wide range of physical activities. • Arrange a variety of taster sessions for different sports. • KS2 children to experience of a live sporting event with other schools.
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			as climbing, orienteering and archery.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps for 2021-2022:</i>
<p>DSSN membership allows access to local festivals and competitions which we will take part in as Covid restrictions allow.</p> <p>In school competitions to be held between classes, as Covid restrictions allow.</p> <p>Sports day to be held in school.</p>	<ul style="list-style-type: none"> Attend as many festivals and competitions linked with DSSN as possible. Hold Sports Day to allow children to compete in a variety of athletics activities. 	<p>DSSN £2,500 (2 year contract)</p>	<p>Sadly, due to Covid restrictions it was not possible to take part in competitive sports with other schools.</p> <p>As we had to keep bubbles separate until the end of the school year, we were not able to introduce the cross class competitions we had hoped for, but competition was introduced into KS2 PE lessons when appropriate.</p> <p>We did manage to hold a whole school sports day, where children competed in their bubbles but were watched by the whole school in a Covid safe way.</p>	<ul style="list-style-type: none"> Continue DSSN membership and aim for all KS2 children to take part in at least one competitive sporting activity with another school over the year Find ways to introduce more opportunities within the school for competitive activities.
Signed off by				
Head Teacher: Kay Vousden				
Date: 22/8/21				

Subject Leader:	B. Butterfield
Date:	21/07/21
Governor:	Peter Corbett.
Date:	