



## Hemingbrough CP School School Sports Funding

### Evidencing the Impact of the PE and Sport Premium 2020/21

Swimming Data	
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 then 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	<b>Currently no data due to on- going issues with pool availability and COVID 19 school closure and restrictions.</b>
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. Please see note above	
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	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	
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

**Academic Year:** 2020 / 2021

**Total fund allocated:** £17,421

**Date updated:** 20/7/21

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:
				22%
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:
*To continue to improve levels of activity in relation to the Active 30/30 agenda, ensuring physical activity and well-being is embedded within the practices of all staff.	<ul style="list-style-type: none"> <li>All pupils have 2 sessions of quality PE each week.</li> <li>Disengaged, SEND and G&amp;T pupils have had additional activities throughout the year ensuring that additional needs are met and participation and enjoyment improves.</li> <li>A wide range of clubs has been available to engage pupils with differing needs.</li> <li>Each class timetables regular physical activities in addition to PE</li> </ul>		<ul style="list-style-type: none"> <li>Activity levels across the school continue to improve.</li> <li>'Pupil Voice' showed that attitudes towards physical activity has improved, especially with those who were previously disengaged, and pupils tell us they enjoy PE sessions and sports offered.</li> <li><b>91% Pupils enjoy PE in school (pupil survey)</b></li> <li>The use of specialist teachers/coaches has ensured</li> </ul>	<p>Resources purchased are of high quality and should be fit for purpose for some time, however some equipment and resources will require replacing.</p> <ul style="list-style-type: none"> <li>School will re-establish the offer of a broad range of clubs through teachers volunteering as well as Sporting Start throughout the year.</li> <li>Teachers will continue to</li> </ul>

	<p>sessions, in and out of the classroom, increasing activity levels.</p> <ul style="list-style-type: none"> <li>• The running track and traversing wall is used at playtimes and lunchtimes, and all pupils can access this.</li> <li>• Pupils make good use of equipment boxes at break times.</li> <li>• Pupils have timetabled outdoor learning with a specialist teacher and their class teacher.</li> </ul> <p>*Skipping Day with each class having 30 mins coaching then a skipping rope purchased for each child,</p>	£2440	<p>high quality provision across school, further developing enthusiasm, motivation, skills and engagement.</p> <p><b>COVID closure and restrictions meant that bubbles could not mix so after school clubs and specific sessions for G&amp;T and SEND pupils could not go ahead.</b></p> <p><b>A focus has been made on the quality of the 2 sessions of timetabled PE provided alongside activity during break times and within general classroom practise.</b></p> <p><b>Also use of the outdoors and cross curricular planning (Specialist Forest Schools teacher not possible due to COVID).</b></p>	<p>ensure there are timetabled opportunities each day for pupils to be active outside of PE sessions.</p> <ul style="list-style-type: none"> <li>• The PE leader will Monitor the above and provide CPD for staff highlighted in the staff survey.</li> <li>• School will remain committed to continued CPD and providing a range of high quality sports equipment.</li> <li>• Extend the traversing wall (Not completed last year due to school closure) and erect a goal unit in the KS2 playground.</li> </ul> <p>*Re-establish regular swimming sessions for a targeted year group then use funding to support specific pupils to achieve ARE in swimming.</p>
		£1500		

<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>	<p>Percentage of total allocation:</p>
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				9%
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:
<p>*Continue to work collaboratively with the cluster partnership to support and develop sport and healthy lifestyles in the community.</p> <p>*intra-school sporting events planned throughout the year</p>	<p>*Subject leader to attend regular meetings with other Subject leaders within the cluster to discuss initiatives and competitions.</p> <p>*House PE Day, Sports day and Olympic Day planned and timetabled.</p> <p>Working within the cluster partnership has not been possible this academic year due to COVID closure and restrictions.</p>	£725	<ul style="list-style-type: none"> <li>• High value is placed on the importance of PE and Sport by the SLT.</li> <li>• <b>Staff acknowledge and concur that physical activity has a positive impact on the 'whole child' (staff survey)</b></li> <li>• Attitudes of pupils towards physical activity continues to increase. <b>91% Pupils enjoy PE in school (pupil survey)</b></li> </ul> <p>Pupils' Sporting achievements, both in and out of school, are celebrated during endeavour and team assemblies.</p> <ul style="list-style-type: none"> <li>• The vast majority of pupils are active during break times.</li> <li>• Pupils are accessing the outdoors more, within the planned curriculum.</li> <li>• The PE Leader tracks and monitors attainment and progress across all pupil groups</li> </ul>	<p>*Staff are confident and will continue to deliver high quality PE sessions, as well as additional activities.</p> <p>*Continue to use PE and Sport Funding to ensure staff receive training and CPD with reference to the updated Long Term Plan.</p> <p>*PE Leader to continue to monitor activity across school in line with the 30:30 initiative.</p> <p>*School is committed to continuous delivery of high quality, regular physical activity.</p>

			<p>throughout school. A termly subject summary is shared with staff and Governors. <b>77% pupils are working at ARE.</b> Strengths and weaknesses are highlighted and addressed.</p> <p><b>'The Leaders for PE are passionate about engaging pupils in sport' Ofsted March 2019.</b></p>	
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				29%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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 consistently in assessment, increasing the % children at ARE and ELG *Continue to incorporate	*Use of the assessment resources available from the online GetSet4PE resource purchased to improve consistency and accuracy of	£550	Staff continue to benefit from team teaching a range of PE/Sports activities alongside specialist coaches. • Teachers' ability, and confidence to deliver and assess standards in PE, in	Through continued support, staff are able to deliver PE/Sport effectively both within and outside the PE curriculum.

<p>active outdoor learning activities into school curriculum each week *to increase confidence, skills and understanding of staff in the delivery of PE. *Provide a framework of skills, progression, planning and assessment for teachers to ensure quality lessons tailored to specific needs. *Provide appropriate CPD.</p>	<p>assessment. *Use a specialist PE Teacher to team teach and provide CPD to staff. *ensure outdoor learning is timetabled and undertaken for every class. *Subject leader to update the progression of knowledge and skills document and the Curriculum Map. *teachers to follow planning from Getset4PE to ensure progression.</p>	<p>£3500 £1000</p>	<p>relation to the National Curriculum, has increased. <b>77% pupils working at ARE</b> <b>83% of EYFS pupils achieved ELG in Physical Development.</b> • Lessons are increasingly targeted to the differing needs of pupils. • 'Pupil Voice' highlighted the enthusiasm and enjoyment towards PE and the varied experiences offered.  <b>90% of pupils say the teacher helps them improve in PE (pupil survey).</b></p>	<ul style="list-style-type: none"> <li>• Continue to offer support to staff through team teaching with specialist coaches and CPD.</li> <li>• Subject Leader to continue to monitor the teaching and learning of PE, ensuring consistency in assessment.</li> </ul>
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<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>				<p>Percentage of total allocation: 25%</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>	<p><b>Funding allocated:</b></p>	<p><b>Impact</b></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>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>*Provide resources / equipment to support the</p>	<p>*Continue to provide playground equipment for</p>	<p>£800</p>	<p>*Pupils enjoyed using the equipment in the playground boxes, which has been</p>	<p>• Staff and Sporting Start will continue to deliver a</p>

<p>development of physical activity. *Incorporate active outdoor learning activities into school curriculum each week</p>	<p>each class bubble.</p> <ul style="list-style-type: none"> <li>• School continues to provide a range of resources/equipment including traditional and non-traditional sports (archery, boccia, new age Kurling). This equipment is used regularly.</li> <li>• Staff make use of ICT based activities such as 'Supermovers' and 'Gonoodle', these are also cross-curricular.</li> </ul> <p>*Cross curricular Outdoor learning is timetabled by each class.</p>	<p>£3600</p>	<p>replenished regularly and kept within the class bubble. *Pupils are active throughout the school day *Outdoor learning is more evident across the school.</p> <p><b>The number of experiences is less this year due to the COVID closure and restrictions. School provided weekly specific sports challenges for each Key Stage as part of home learning during COVID closure. These incorporated a range of sports adapted to the facilities and resources available in the home.</b></p>	<p>range of opportunities within and outside school.</p> <ul style="list-style-type: none"> <li>• Continue to maintain and refresh equipment.</li> <li>• Buy in a Coach for a day from a different sport not previously offered (TBC). To be offered across the whole school.</li> </ul>
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<p><b>Key indicator 5: Increased participation in competitive sport</b></p>				<p>Percentage of total allocation:</p>
				<p>15%</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>		<p><b>Impact</b></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>*Continue to provide access and opportunities for all children to participate in a range of after school PE/Sporting activities during the school year. *Continue House Days and School Sports Day to highlight and encourage sports within our curriculum.</p>	<p>This list has been greatly reduced this year due to Lockdown and schools being closed. No inter-school competitions have taken place. All the intra-school events to go ahead as planned, such as the House PE Day, Sports Day and the Fun Run and Olympic day.</p>	<p>£725 £1100</p>	<p><b>This area has been seriously affected by COVID restrictions due to being unable to compete in inter-school events.</b> All the intra-school events took place in line with COVID restrictions and pupils experienced participation in competitive sport.</p>	<p>*Continue to work in partnership with cluster schools. *Continue to fund transport and staffing in order that pupils can attend competitions.</p>
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Signed off by:	
Headteacher	S Chappell
Date	29/7/21
Subject Leader	L Cowlard
Date	27/7/21
Governor	Laura Ward
Date	29/7/21