

St James and St John CE Primary School

PE and Sports Premium plan 2021-2022

(Draft awaiting approval by Governors' Standards, Achievement and Welfare committee)

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

| Key achievements to date: | Areas for further improvement and baseline evidence of need: |
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| <ul style="list-style-type: none"> • Implementation of a new scheme, GetSet4PE, to inspire and engage our pupils by providing progressive lessons across the year groups and to facilitate the improvement of P.E. provision in KS1 and KS2 whilst also providing more focused and skills-based sports and active undertakings during break and lunch times. • Improvement of dance teaching through professional dance instruction with teachers participating in the dance lessons. • After school clubs in a number of areas: fencing, football, street dance, team games and netball. • Participation in Westminster support scheme for PE to help school develop its use of the sports premium. • Use of sports premium to hire facilities for children to participate in sports 'off site'. • Further development and embedding of internal sports competitions between houses within school. • Provision of opportunities for children to participate in outside competitions in identified sports: football, netball, golf, tennis, athletics • Provision of opportunities for teacher observation and participation in delivery of outstanding PE provision. • Improvements to provision of PE equipment and resources. • Improvements to gross motor facilities and resources in EYFS, KS1 and KS2. | <ul style="list-style-type: none"> • To fully implement and consistently follow the new scheme across all key stages from EYFS to KS2. • Embedded programs for the correct and regular usage of resources to encourage physical activity and connection of gross motor development from EYFS to KS1 and for those in KS2 with gross motor needs. • Further CPD opportunities for teachers including models of good practice and connection to identified high-quality scheme of work to ensure consistently outstanding PE provision. • Further use of sports premium to hire facilities for children to participate in sports 'off site' to broaden the coverage of sports and physical activity opportunities. • Development of Focus Week providing opportunities to develop content and skills knowledge within the areas of healthy eating, physical activity and exercise, social and emotional growth, teamwork and competition within the curriculum areas of Science, P.E. and PSHEE. • Continuation and implementation of school-wide PE/PSHE programmes – 5-a-day Yoga – to engage and reinforce understanding of the importance of daily/weekly physical activity for mental health. • To develop the skills and subject knowledge of EYFS, Key Stage 1 and Key Stage 2 P.E. • To increase the participation in extended school sports activities • To facilitate the participation in outside sports events and the use of sports facilities off site. |

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| <ul style="list-style-type: none"> • Integration of PE units into cross-curricular learning in identified year groups Year 2 and Year 6 • Implementation of 5-a-day sports program • Increased participation in physical activity taking place during playtimes • Increased participation in physical activity taking place during lunchtimes | |
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Details with regard to funding

Please complete the table below.

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| Total amount carried over from 2019/20 | £ |
| Total amount allocated for 2020/21 | £ |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £ |
| Total amount allocated for 2021/22 | £ |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £ |

Swimming Data

Please report on your Swimming Data below.

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| <p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p>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</p> | |
| <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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>Please see note above</p> | % |

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| 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? | Yes/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 students today and for the future.

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| Academic Year: 2021-22 | Total fund allocated: | Date updated: Autumn 2021-22 | | |
| 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 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: |
| Pupils are engaged in sports-based skill and physical activities after school during after-school club sports provision. | a) Provision of 5 hours per week of after-school club sports provision for 39 weeks. (Note: this cost and provision is split across KI1, KI2, KI4) | Hourly rate £17.50 x 5 hours x 39 weeks = £3412.50/3 = £1137.50 | PE and Sports to be more closely linked to the school's values and incorporated into Celebration Worship on Fridays as well as identified weeks of focused learning | |

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| <p>Pupils are engaged in sports-based skill and physical activities during playtimes.</p> <p>Pupils are engaged in organized team and sports-based skill and physical activities during lunch times.</p> | <p>b) Provision of 4 hours per week of playtime sports and skill activities for 39 weeks. (Note: this cost and provision is split across KI1, KI2, KI4)</p> <p>c) Provision of 6 hours per week of playtime sports, team and skill activities for 39 weeks. (Note: this cost and provision is split across KI1, KI2, KI4)</p> | <p>Hourly rate £17.50 x 4 hours x 39 weeks = £2730/3 = £910</p> <p>Hourly rate £17.50 x 6 x 39 weeks = £4095/3 = £1365</p> <p>Total: £3412.50</p> | <p>such as Healthy Living Week.</p> | |
| <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>%</p> |
| <p>Intent</p> | <p>Implementation</p> | <p>Funding allocated:</p> | <p>Impact</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>Pupils are engaged in sports-based team activities after school during after-school club sports provision with sports</p> | <p>a.) Provision of 5 hours per week of after-school club sports provision for 39 weeks. (Note: this cost and provision is split across KI1, KI2, KI4)</p> | <p>Hourly rate £17.50 x 5 hours x 39 weeks = £3412.50/3 = £1137.50</p> | <p>PE and Sports to be more closely linked to the school's values and incorporated into Celebration Worship on Fridays as well as identified</p> | |

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| <p>coach to promote school values of Fellowship, Trust and Joy</p> <p>Pupils are engaged in Inter-house team events during Healthy Living Week with sports coach to promote competitive sport participation, skill and physical development and the integration of school values of Fellowship, Trust and Joy.</p> <p>Pupils are engaged in sports-based skill and physical activities during playtimes with sports coach to promote school values of Fellowship, Trust and Joy</p> <p>Pupils are engaged in organized team and sports-based skill and physical activities during lunch times with sports coach to promote school values of Fellowship, Trust and Joy.</p> <p>Pupils to benefit from teacher engagement in teacher mentoring lessons across half terms with sports coach to promote and refine the teaching of PE across the school whilst focusing on the school's Growth</p> | <p>b) To be integrated within lunch and play time provision by sports coach during this week. (Note: cost included in play and lunch time sports coaching provision.)</p> <p>c) Provision of 4 hours per week of playtime sports and skill activities for 39 weeks. (Note: this cost and provision is split across K11, K12, K14)</p> <p>d) Provision of 6 hours per week of playtime sports, team and skill activities for 39 weeks. (Note: this cost and provision is split across K11, K12, K14)</p> <p>e) Provision of 2 hours per week teacher mentoring. (Note: this cost and provision is split across K12, K13)</p> | <p>Hourly rate £17.50 x 4 hours x 39 weeks = £2730/3 = £910</p> <p>Hourly rate £17.50 x 6 x 39 weeks = £4095/3 = £1365</p> <p>Hourly rate £17.50 x 2 hours x 39 weeks = £1365/2 = £682.50</p> | <p>weeks of focused learning such as Healthy Living Week.</p> | |
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| <p>Mindset focus and school values of Fellowship, Trust and Joy.</p> <p>Pupils to benefit from provision of subject leadership time to promote and ensure consistent implementation of the new P.E. curriculum.</p> | <p>f) Provision of 22 hours of subject leadership time.</p> | <p>Hourly rate £64.16 x 22 = £1411.52</p> | | |
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| <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> | <p>Percentage of total allocation: %</p> |
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| Intent | Implementation | Funding allocated: | Impact | Sustainability and suggested next steps: |
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| <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>Pupils to benefit from teacher engagement in teacher mentoring lessons across half terms with sports coach to promote and refine the teaching of PE across the school whilst focusing on the school's Growth Mindset focus and school values of Fellowship, Trust and Joy.</p> | <p>a) Provision of 2 hours per week teacher mentoring. (Note: this cost and provision is split across KI2, KI3</p> | <p>Hourly rate £17.50 x 2 hours x 39 weeks = £1365/2 = £682.50</p> | | |

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| <p>Pupils to benefit from increased level of participation and activity with outcomes for pupils to improve within all PE lessons in the identified areas.</p> | <p>b) Monitoring of PE participation, sports club participation and attendance during PE lessons.</p> | | | |
| <p>Pupils to benefit from staff participation in WCC sports partnership events and training</p> | <p>c) Payment of WCC sports partnership SLA to ensure staff can access network training and professional development. (Note: this cost and provision is split across K13, K14, K15)</p> | <p>£1100/3 = £366.67</p> | | |
| <p>Pupils to benefit from leadership training and organisation of PE, sports participation and skill development program provision through WCC.</p> | <p>d) Provision of DHT/specialist PE teacher time to develop and implement school-based programmes connected to cross curricular units.</p> | <p>Hourly rate £27/hr x 2 1hr x 39 weeks = £1053.00</p> | | |
| <p>Pupils benefit from purchase of new P.E. curriculum</p> | <p>e) Purchase of Get Set 4 P.E. curriculum for Primary. (Note: this cost and provision is split across K13, K14)</p> | <p>£1375.00/2 = £687.50</p> | | |
| <p>Pupils benefit from purchase of new resources to complement the Get Set 4 P.E. curriculum.</p> | <p>f) Purchase of P.E. resources to support curriculum. (Note: this cost and provision is split across K13, K14)</p> | <p>£1017.83/2 = £508.92</p> | | |
| | | <p>Total £3298.59</p> | | |
| <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> | | | | <p>Percentage of total allocation:</p> |
| | | | | <p>%</p> |
| <p>Intent</p> | <p>Implementation</p> | <p>Impact</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: | 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: |
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| <p>Pupils are engaged in sports-based skill and physical activities after school during after-school club sports provision with sports coach</p> <p>Pupils are engaged in sports-based skill and physical activities during playtimes with sports coach.</p> <p>Pupils are engaged in organized team and sports-based skill and physical activities during lunch times with sports coach</p> <p>Pupils benefit from being engaged in Inter-house team events during Healthy Living Week with sports coach to promote competitive sport participation, skill and physical development and the integration of school values of Fellowship, Trust and Joy.</p> | <p>a.) Provision of 5 hours per week of after-school club sports provision for 39 weeks. (Note: this cost and provision is split across KI1, KI2, KI4)</p> <p>b) Provision of 4 hours per week of playtime sports and skill activities for 39 weeks. (Note: this cost and provision is split across KI1, KI2, KI4</p> <p>c) Provision of 6 hours per week of playtime sports, team and skill activities for 39 weeks. (Note: this cost and provision is split across KI1, KI2, KI4</p> <p>d) To be integrated within lunch and play time provision by sports coach during this week. (Note: cost included in play and lunch time sports coaching provision.)</p> | <p>Hourly rate $\pounds 17.50 \times 5 \text{ hours} \times 39 \text{ weeks} = \pounds 3412.50 / 3 = \pounds 1137.50$</p> <p>Hourly rate $\pounds 17.50 \times 4 \text{ hours} \times 39 \text{ weeks} = \pounds 2730 / 3 = \pounds 910$</p> <p>Hourly rate $\pounds 17.50 \times 6 \times 39 \text{ weeks} = \pounds 4095 / 3 = \pounds 1365$</p> | <p>School participation to identify a variety of sports using all identified PE skills sets – balance, team, strength, coordination, cardiovascular fitness etc. through end of year audit and monitoring.</p> | |

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| Pupils benefit from opportunities to use facilities offering provision of sports such as track and field, hockey, football, cricket, climbing, badminton, fencing, gymnastics, tennis, tag football, golf | e) Hire of off-site athletic site – long jump, football, hockey, track. Hire of sports hall – track, hockey, climbing facilities, badminton etc. | £550.00 | | |
| Pupils benefit from purchase of new P.E. curriculum | f) Purchase of Get Set 4 P.E. curriculum for Primary. (Note: this cost and provision is split across KI3, KI4) | $\frac{£1375.00}{2} = £687.50$ | | |
| Pupils benefit from purchase of new resources to complement the Get Set 4 P.E. curriculum. | g) Purchase of P.E. resources to support curriculum. (Note: this cost and provision is split across KI3, KI4) | $\frac{£1017.83}{2} = £508.92$ | | |
| | | Total : £5158.92 | | |

Key indicator 5: Increased participation in competitive sport

Percentage of total allocation

%

| Intent | Implementation | | Impact | |
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| 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: |
| Pupils are engaged in Inter-house team events during Healthy Living Week with sports coach to promote competitive | a) To be integrated within lunch and play time provision by sports coach during this week. (Note: cost included in play and lunch time sports coaching provision.) | | School participation to identify numbers of opportunities to participate in competitive sport | |

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| sport participation, skill and physical development and the integration of school values of Fellowship, Trust and Joy. | | | events through end of year audit and monitoring | |
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