

PE Premium – Key Priorities and Spending Rationale

End of Year 2021-22 Impact Statement

Introduction

This document is based on the work commissioned by the DfE undertaken by the Youth Sport Trust and the AFPE. It outlines the priorities and rationale behind the allocation of funding. It is to be noted that funding breakdown included herein is for guidance only, as this is determined on the basis of a financial year. Our highly mobile context means that it is difficult to predict the exact amount of funding that will be available to us across the academic year, and how this might impact our strategic priorities.

The targets herein were, in a number of cases, carried over from the previous year, due to the impact of the COVID pandemic. Some reallocation of resources took place and new targets / actions have been added. Evaluation has been RAG Rated according to impact over both last period and this AY; some actions have had **positive impact** in spite of limitations, others partially went ahead but were still hampered by COVID legacy and thus have **reduced impact**, whilst a small number were cancelled altogether and thus had **no impact**.

In terms of overall spending, a separate report is tabled to demonstrate how much of the Sport Premium has been carried over (in accordance with government permissions).

Overarching Objectives

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> - Achievement of AFPE Quality Mark – July 2017-July 2022* (See detailed audit of website). *Note, this was officially July 2020, but was extended due to COVID. Revalidation planned for next year. - Improved provision of extra-curricular clubs. - Improved provision for 30:30 Active time through targeted playground provision and physically active lessons. - Focused PE curriculum with use of ICT to record assessment data. - Improved engagement across school in PE leading to aspirational learning skills across the broader curriculum. 	<ul style="list-style-type: none"> - Continue to develop links with local clubs and coaches – enabling pathway to gifted and talented children. - Further promotion of healthy lifestyles through explicit teaching in PE/PSHCEE lessons. - Continued development of use of new curriculum to improve quality of teaching and assessment.

See also: AFPE Development Plan and Statement of Impact – both available on website.

Academic Year: 2021-22		Total fund allocated: £17,750		Date Updated: July 2022	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: 20%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
Ensure all children are active in school time for at least 30 minutes each day. YST Active 30:30 Programme of daily physical activities across school Alter children's attitudes change from sedentary nature to become more active in their lives.	Input from PE Co-ordinator and PE consultant on active curriculum Sport mentors and CHIPS continue to run provision areas to support active provision during break and lunchtimes Each year group commit to different active activities each half term Inspiration – athlete visit planned during year	Staff time / CPD £1250 Money for equipment / training time £1500 Cost of visit £500	Children willingly and actively engage in physical activity in their own time through lessons, breaktimes, lunchtimes and extra-curricular clubs Relaunch of CHIPS and SM post-Pandemic has been positive; some variations in initial success but largely mitigated by End of Year Children have been able to access outdoor and physical opportunities this year, not tracked or recorded for impact Children are able to verbalise how they are active in school and its impact on their health/wellbeing	Consider new clubs etc. to re-generate excitement post-COVID Implement additional PE Training next year in staff meeting time Reinstate active tracker	

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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					25%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
Children to see PE as an essential part of everyday life, becoming increasingly physically active in and out of school.	Purchase of tools for new planning and assessment framework enabling teachers to plan, deliver and assess challenging active learning	Cost of Complete PE £1,567	PE lessons more focused on progress and physical activity increased.	Continue developing use of Complete PE App	
	Participation in wide range of regular competitions throughout the school calendar,	Transport costs / competition fees £1750	Increased uptake of competitions against other schools; still limited by external organisational factors	Increase opportunities for pupils to participate in competitive sport against other schools next year	
Lessons across curriculum to become more physically active, not just PE.	CPD input on focused on active learning across the curriculum.	CPD £350	Children able to explain how they are physically active across school, not just in PE	Return to focus on active approach through Maths (Maths of the day)	
More able children within PE given chance to develop skills within school and enable future pathways	Identification of a Gifted and Talented register in PE	Staff Release Time £450	G and T database finalised (15 children); requires updating again due to mobility	Continue to develop opportunities for this targeted group to compete and target clubs at their needs	
Complete Youth Sport Trust Quality Mark with actions taken to further improve whole school improvement	Renew quality mark with assistance from Regional Development Manager.	Cover/TA supply cost £500	YST Quality Mark revalidation underway; to be completed by November	Use YST Quality Mark to inform re-application of AFPE Quality Mark	

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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport					Percentage of total allocation: 20%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
<p>Develop the teaching of PE across the school so that children are confident and competent learners.</p> <p>Ensure staff are confident with the use of the schools planning and assessment framework so that provision is pitched correctly, and assessment is monitored more carefully.</p> <p>Enable staff to use wider range of practical teaching resources and planning resources to provide quality learning for children</p>	<p>Teacher confidence and skills survey to baseline and measure progress of actions.</p> <p>PE co-ordinator handover of skills developed from Level 5/6 course. Ensure staff work with Co-ordinator and observe best practice.</p>	<p>CPD time £750</p> <p>SL CPD £500</p>	<p>Better subject knowledge and confidence with teaching skills and lesson management as well as ideas to improve provision of PE across school</p> <p>Secure handover took place of PE; KS2 competitions to be overseen by previous co-ordinator going forward.</p>	<p>Continue to be part of the YST Swaledale Alliance and utilise training opportunities in the cluster to upskill teachers other than the PE Co-ordinator.</p>	
	<p>Purchase of Complete PE App and input throughout the year of how to use effectively. Consistent and effective use of app monitored and supported by Co-ordinator.</p>	<p>Allocated above</p> <p>Release Time £150</p>	<p>Much improved use of App to evidence and assess formally and summatively.</p>	<p>Continue use of App to inform summative judgements – consider use of INSIGHT?</p>	
	<p>Utilise resources from YST Alliance membership in planning and delivery – Staff to attend CPD as required</p>	<p>YST Membership £1,155</p>	<p>EYFS using Start To Move. Monitor for effectiveness. KS1 increasingly accessing App.</p>	<p>Continue to invest in new equipment need to support these schemes of work.</p>	

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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils					Percentage of total allocation: 15%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
Continue to provide excellent sporting offer, which is tailored to children's needs and interests.	Pupil survey and conferencing used to identify children's areas of interest and identify possible new opportunities.	SL Release Time £250	Relaunch of a number of clubs and activities, but scope still not up to pre-COVID levels. Consideration of external providers for next AY.	Participation in extracurricular clubs increases. All staff to be asked to run at least one after school club next year	
	Use of TAs in order to offer quality provision. Ensuring a legacy of in-school expert PE coaches	Staffing £1,250	HLTAs to be requested to run clubs next year – not utilised this year due to other demands (e.g. SEND)	Continue to use funding to support this for TAs. - Continue to increase % of children attending, particularly KS1	
	Purchase of equipment to support, maintain and offer new sporting opportunities to children	Equipment £300	Some new equipment purchased to facilitate PE lessons, being used effectively	- Continue to pay/release/train TAs and other staff to deliver these sessions	
	Purchase of equipment to use in COVID 'Bubbles' and Zones at playtimes	Equipment £450	Equipment has had a big impact on playtimes and assisted development of wider skills	- Offer Forest Schools' Club to develop wider physical experiences	
	Set up and resource Archery, utilising previously developed coaching skills among staff	Equipment £1,350	Archery club has had high uptake with a variety of less 'traditionally sporty' pupils accessing this and thriving.		

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Key indicator 5: Increased participation in competitive sport					Percentage of total allocation:
					10%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
Offer children with wider range of differing abilities and experience the chance to compete in calendar of competitive sport.	Use of funding to transport wide range of pupils to Level 1, 2 and 3 sporting events throughout the year.	Transport £750	Significant improvement in engagement from COVID period; however, not yet back to pre-pandemic levels due to staffing issues and external facilitation challenges	Take a proactive lead in ensuring Level 1,2 sports take place next year	
	Continue to be part of the Bedale Cluster to increase opportunities for participation in competitive sport. Enter more competitions – allowing for more children to be involved. Enter more 'B' teams	Release time / supply cover £750	Cluster events restarted and some teams entered. However, due to late scheduling by external partners, impact limited.	Continue to support external partner in delivering opportunities in cluster and uptake all opportunities	
Develop opportunities for more intra-school competition within PE lessons and explicit in-school competitions.	Sports mentors and staff with expertise in PE areas to co-ordinate and organise competitive opportunities within school.	Fees and Events £500	Sports Mentors relaunched, but challenging as no prior experience. Issues with staff capacity have meant this initiative has not launched this year and will be scheduled for next AY.	Develop better strategies of transport so that opportunities are events are not missed. DF to focus on KS2 events, HDB on KS1 / EY	
				Involve SMs in planning intra-school competitions that can be completed in PE slots / lunchtimes etc.	

N.B. The indicative funding allocations listed above do allow for a 5% contingency for addressing specific in-year priorities, such as new equipment purchases, swimming subsidies etc. These are listed on the Funding Allocation statement, and include a contribution to swimming for pupils unable to afford payments.