

PE & SPORT PREMIUM REPORT 2021/22

The pandemic in 2020/21 impacted on the PE and Sports delivery during the academic year. As the school returned to learning onsite the focus had been to re-invigorate learning. The majority of the 2020/21 plan was brought forward and the Governors agreed to resource the PE Provision to deliver at least 1hour per day to improve outcomes and wellbeing.

Funding for 2021/22: £19,240	Total available funding: £44,240	
Funding allocated: £19,240 + £25,000 for staffing and interventions	Balance c/f: 0	
Aims and objectives:		
<ul style="list-style-type: none"> - All pupils, irrespective of sporting ability, develop skills, knowledge and confidence - All pupils understand the importance of physical activity to good health and wellbeing - All pupils have the opportunity to participate in intra or inter school competition - Our most able children are given the opportunity to compete in local and national tournaments - Provide a range of opportunities for pupils beyond the school day. 		
Key indicator 1:	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	
Intent	Implementation	Impact
<ul style="list-style-type: none"> • Continue to develop KS1 playground with equipment to increase levels of physical activity at break and lunchtimes. • Enhance and improve pupils' emotional health and well-being. • Offer a broad range of afterschool activities led by trained coaches to all pupils. • Scooters and helmets purchased for KS1 children to use during play/lunchtimes with the aim of encouraging children to use scooters to scoot to school. Possible scooter loan option to be considered. • Introduction of the Anchor approached to underpin the engagement and support for the children • All children where possible to compete in sporting events internally and externally. 	<p>Autumn - Increase the number of children engaged in organised playtime activities.</p> <p>Spring - Increase levels of physical activity at break and lunchtimes further. Develop leadership skills and responsibility of playtime leaders: helping organise and set up zones and play new games with others.</p> <p>Summer - Lunchtimes continue to work effectively, where children are encouraged to develop life skills and also improve their fitness. A focus on the health and wellbeing of our pupils, ensures that their curriculum is broad and balanced, and they can make links between subjects.</p>	<ul style="list-style-type: none"> • Pupils have several strategies available to them to deal with emotional situations they may be experiencing. Staff use and promote these when needed. • Behaviour at lunchtimes improved with pupils being calmer and knowing what to do if they are experiencing confrontational situations. • Increased fitness of pupils through taking part in additional activities offered throughout the school day • Focusing on the health, wellbeing and fitness of our pupils is paramount and it is important that these are embedded across the curriculum so children can make links between their subjects e.g. PE and PSHE or Science • More children using scooters/cycles to scoot to and from school.

Key indicator 2:	Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	
Intent	Implementation	Impact
<ul style="list-style-type: none"> The school is clear with its intention to generate enthusiasm in both children and staff by upgrading and enhancing PE and sport equipment. 	<ul style="list-style-type: none"> Alongside a programme of Healthy Schools and a strong PSHE curriculum, greater participation will lead to improved health and less obesity. The profile of PE and sport will continue to be raised by PE Leader and the Leadership Team through whole school communication and CPD. Links to health and wellbeing through promotion of the eco-school ideas e.g. walking,cycling and scooting to school. 	<ul style="list-style-type: none"> Celebrating success and participation through praise, celebration assemblies, the newsletter and the school's website. Children are more aware of their physical health and mental wellbeing that is being enhanced by active participation.
Key indicator 3:	Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	
Intent	Implementation	Impact
<ul style="list-style-type: none"> Improve staff confidence and ability to teach PE as per identified needs. 	<ul style="list-style-type: none"> Ongoing subscription to Haringey CPD Package PE leader and other members of staff to attend relevant training. <p>Autumn</p> <ul style="list-style-type: none"> Continue to complete monitoring the implementation of activities and to judge the impact of the spend. Observations/questionnaires to staff, pupils and parents. CPD planned and implemented to meet needs. Support staff provided with CPD tailored to their role in the school when supporting children with SEND and complex needs. <p>Spring</p> <ul style="list-style-type: none"> Teachers are asked about the 'obstacles' to teaching PE and for proactive adaptations to be put in place. Based on feedback, the PE Lead listens and adapts strategies for it to fit the pupils and the school. <p>Summer</p> <ul style="list-style-type: none"> CPD programme and courses organised for staff. 	<ul style="list-style-type: none"> CPD package allowed the school to send staff on relevant and engaging CPD, with feedback to staff via the CPD rota. School continues to keep up to date with best practice ideas and requirement from Ofsted/ health and wellbeing and sport strategies around improving outcomes and opportunities for pupils in school. Health and safety in PE advice and this is reflected in policies and risk assessment. Teachers are able to teach PE and our pupils have feel confident to continue to participate with health and sport related activities in their future life. The vision and strategy continue to move the school forward towards desired outcomes. PE is embedded into the whole school with resources organised effectively to be used in future years. EYFS pupils will have a good basic skill level to equip them to participate in the PE fully as they journey through the school. Subject lead subscribed to AFPE for advice and guidance. Subject lead observed PE lessons across the whole school in Autumn 1 and met with class teachers to review outcomes and plan appropriately.
Key indicator 4:	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	

Intent	Implementation	Impact
<ul style="list-style-type: none"> Continue to expand the range of extra-curricular clubs to encourage more children to get involved with sports. Wider use of the school's Forest School for physical activities Introduce outdoor physical opportunities making use of the school field and Forest School. School clubs audit/change behaviour. 	<ul style="list-style-type: none"> Opportunities taken outside where space does not limit children's experience. This broadened with access to the Forest School and experts coming into school delivering new experiences for the children. Increase the range of after school activities offered. 	<ul style="list-style-type: none"> Registers maintained by club leaders to monitor participation. SLT and PE Leader to monitor provisions for quality, popularity and value for money New found love of outdoor activities, such as climbing, swinging, making up own games that involve physicality such as moving 'heavy' water, moving, running, jumping in muddy terrain, puddles. Orienteering.

Key indicator 5:	Key indicator 5: Increased participation in competitive sport	
Intent	Implementation	Impact
<ul style="list-style-type: none"> Promote and celebrate both success and participation during sports days. Certificate and models given. Promoting the school House System as a mechanism for friendly competition through celebration assemblies, house-based activities and house characteristics. Characteristics of Optimism, Perseverance and Social Intelligence lend themselves to PE and sporting achievements. 	<ul style="list-style-type: none"> Children are given opportunities to attend professional sporting events. Events and visitors are organised to come to the school. 	<ul style="list-style-type: none"> Sports days were inclusive and gave all children the opportunity to partake in some competitive activities in the summer term.