

Details with regard to funding

Please complete the table below.

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| Total amount carried over from 2019/20 | £0 |
| Total amount allocated for 2020/21 | £19,850 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £0 |
| Total amount allocated for 2021/22 | £19,850 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £19,850 |

Swimming Data

Please report on your Swimming Data below.

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| 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 2021. Please see note above | 98% |
| 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 | 95% |
| 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

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.

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| Academic Year: 2021/22 | | Total fund allocated: £19,850 | | Date Updated: 20/07/22 | |
| Key indicator 1: The engagement of <u>all</u> 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: |
| | | | | | 45% |
| 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: | |
| Increase the range of children that are engaging in physical activity at break time and lunchtime. | <ul style="list-style-type: none">• Use of sports coach to run games and physical activity during break times.• Children to be involved in choice of playtime equipment• Upper school children to be trained as play leaders to run games from other children. | £9,000 | Record the number of children involved in activities at the start of each term and at the end of the year. Autumn – 288 Spring – 295 Summer - 302 | Refine equipment for children to use in free time. Discussions with Sports coach about activities that were popular, replace those that were unpopular. | |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | | Percentage of total allocation: |
| | | | | | 10% |
| 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: | |

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| Raise the level of physical activity outside of PE lessons. | Re-introduce and develop the use of daily mile. | £2,000 | Pupil responses to questionnaires' at the start and end of year. <ul style="list-style-type: none"> Pupil conferencing shows more frequent daily miles, with more children running. Children positive about daily miles, and an increase of teacher involvement. | Implement different themes for daily mile over a half term. Keep a record of laps completed, and celebrate most laps and most improved |
| Raise the profile of sports and children that have participated in sports. | Bring in outside coaches and Celebrating participation in sports within celebration assembly Creation of certificates for participants. | | Number of children involved in sporting activities. 99 children involved in competitions outside of school. | Develop links with outside clubs, bringing in coaches. Find other competitions to take part of, encourage friendlies with other schools. |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|--|--|--------------------|---|---|
| | | | | 25% |
| 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: |
| Develop lesson structure to allow children time to learn, practise skills implement them in games. Specific development of NQT to develop confidence in PE. | <ul style="list-style-type: none"> Develop a generic structure for PE lessons. Observe and coach staff to use this lesson structure Sports leader course for Physical education team Mentoring of NQT | £5,000 | Obvious teaching of skills by staff <ul style="list-style-type: none"> Skills are becoming planned for, using the skills progress map for physical education. This has seen an increase in confidence in the use of this planning structure. Lesson observations show skills being taught explicitly, and then being used within games/activities. | All planning to follow lesson structure. Specific staff CPD on planning structure for PE to focus of teaching key skills. Teaching of skills with gymnastics and dance. Specific CPD to develop staff understanding and confidence in these activities. Continue to work with ECT to build confidence in a range of PE. |

| | | | Increases confidence of ECT in PE. ECT was supported by sports coach and is confident with teaching PE. | |
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| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 5% |
| 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: |
| Increased range of afterschool clubs in school. Increase the range of sports and activities undertaken throughout the school. | <ul style="list-style-type: none"> Funding for disadvantaged children to take part in Afterschool clubs. Find the current range of sports clubs children are in, and identify other sports that could be offered. Advertising a range of clubs outside of school <p>Work with Year groups to further develop the range of sports undertaken.</p> | £1,000 | <p>An increased range of afterschool sports clubs.</p> <ul style="list-style-type: none"> 500 places taken in sports clubs this year. Non were taken last year due to COVID '19. <p>An increases range of sports/topics that cover the 4 types of sports, and Dance/gymnastics.</p> <ul style="list-style-type: none"> New topics developed for Year 6 and Year 3. These include a new sport of ultimate Frisbee. 87 out of 90 children reached level 2 bike ability (97%) <p>97% of children achieving required standard in swimming in Year 5 and 6.</p> | <p>Promote sporting after school clubs, to increase the children involved in sports clubs.</p> <p>Record children involved in outside of school clubs, and promote these within school.</p> <p>Continue to develop the range of sports on offer at the school through PE.</p> <p>Develop staff confidence in dance through CPD. This will be scheduled for an INSET day.</p> |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|--|--------------------|---|---|
| | | | | 10% |
| 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: |
| Involvement in Basingstoke and Hampshire school sports association. | <p>Participation in Basingstoke sports competitions.</p> <p>Participation in restructured Hampshire games.</p> | £2,000 | <p>Attendance and achievements in sports competitions.</p> <ul style="list-style-type: none"> • Attended all sports competitions through the Basingstoke School Sports Association. 10 different competitions or leagues. Reaching the county finals in 3 sports. • 5 different inter year group competitions. <p>Involved in a range of Hampshire games.</p> | <p>Continue to develop sports that the school attends.</p> <p>Develop relationships with school to compete in friendly competitions.</p> <p>Update sports kit for competitions.</p> |

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| Signed off by | |
| Head Teacher: | <i>C Welch</i> |
| Date: | 21/07/22 |
| Subject Leader: | <i>A Whincup</i> |
| Date: | 21/07/22 |