**Swanwick Primary School**

**PE and School Action Plan 2021 – 2022**

At Swanwick Primary School, we receive PE and Sport Premium funding based on the number of pupils in years Reception to year 6.

In most cases, the DfE determine how many pupils in the school attract the funding using data from the previous January school census

**Funding for 2021 – 202 is £19,510 plus £857.43 underspend from 2020 – 20210. (Underspend to be used by March 2022)**

Schools like Swanwick Primary school each receive £16,000 plus £10 per pupil.

**The DfE provide advice and guidance on how the PE and School Sport funding is to be used.**

They state that schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer. This means that we should use the premium to:

1. Develop or add to the PE and sport activities that our school already offers

2. Make improvements now that will benefit pupils joining the school in future years. For example, we can use our funding to:

a. hire qualified sports coaches to work with teachers

b. provide existing staff with training or resources to help them teach PE and sport more effectively

c. introduce new sports or activities and encourage more pupils to take up sport

d. support and involve the least active children by running or extending school sports clubs

f. increase pupils’ participation in the School Games g. run sports activities with other schools

The DfE has stipulated that we should not use our funding to:

1. Employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements - these should come out of our core staffing budgets
2. Teach the minimum requirements of the national curriculum - including those specified for swimming (or, in the case of academies and free schools, to teach our existing PE curriculum)

Rationale behind Swanwick Primary School Action Plan

This action plan has been created based on the 5 key indicators set out in the guidance for the spending of Sports Premium. These indicators are:

* Key Indicator 1: The engagement of all pupils in regular physical activity.
* Key Indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement
* Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport
* Key indicator 4: Broader experience of a range of sports and activities offered to all pupils
* Key indicator 5: Increased participation in competitive sport

By addressing these areas, we aim to:

* Improve the health, fitness and wellbeing of children by increasing activity levels
* Improve the quality of Teaching and Learning
* Increase participation in intra-school and inter-school competitions
* Encourage more pupils to take part in sport and be active
* Increase/improve resources
* Increase the range of sporting activities on offer

**Total planned spend over the 5 key indicators**

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| --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 |
| Engagement in regular Physical Activity | Profile of PE and Sport | Confidence, knowledge and skills | Broader range of experiences | Increased participation in competitive sport |
| 3809.97 | 476.67 | 4274.80 | 8191.63 | 775.83 |

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| **Key Achievements to date September 2021** | **Areas for further improvement** |
| * Children continued to be active during the school day. * Staff received CPD in the teaching of Games and Gymnastic. * Use of the apprentice to support staff in PE lessons, increasing length of time children are active, support to develop skills, improved quality of teaching. * Increased participation in competition through virtual competitions led by the sports apprentice. * Sporting success is celebrated in the Swanwick Story each week, when events have taken place, as well as presentations in assemblies and a dedicated PE display. * Sports days took place in year groups and were a great success. Children competed in teams using skills they had learnt over the year. There was also the opportunity to take part in individual races. | * Create an additional certificate beyond 40km for those children running further. * Collect baseline scores for the distance each child can run at the start and end of the year. * Look at ways to increase fitness levels through fitness lessons, clubs and lunchtime activities linked to DTF fitness programme. * Continue to create links with clubs outside of school. * Increase staff confidence teaching Dance. * Develop the role of Sports Teaching Assistant working collaboratively with staff to support teaching and learning. * Identifying those children who are less active and running clubs based around activity of interest to engage in physical activity. * Identify ways to increase activity levels and variety of activities offered at lunch through use of Miss Wright. * Offer a broader range of Physical activities. * Provide additional support to staff within PE lessons. * PE co-ordinators to look at the progression of skills for PE and update staff. * Use of feedforward sheets to assess and inform teaching and learning linked to the key skills in PE. * Review and update the PE section of the school website. |

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| Total amount carried over from 2020/21 | £857.43 |
| Total amount allocated for 2021/22 | £19,510 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £857.43 |
| Total amount allocated for 2021/22 | £20,367.43 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022 | £20,367.43 |

| **Intent:** | **Implementation:** | **Resources/ Funding allocated:** | **Evidence and impact:** | **Sustainability and suggested next steps:** |
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| **Key indicator 1: The engagement of all 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 (60 minutes a day in total with 30 minutes of activity at home and 30 minutes in school.)** | | | | |
| **ACADEMIC YEAR** | **2021/2022** | **FUNDING ALLOCATED** | **£**3809.97 |  |
| To increase activity levels in children and change long term attitudes towards exercise by running the Swanwick Kilometre. | Continue with our fitness initiative, Swanwick Kilometre. The whole school will be completing as many laps as they can each week of the school Swanwick Kilometre routes on the playground or field.  The Swanwick Kilometre will record the distances run by each child as they work towards different distances. Certificates of achievement will be awarded for **5km, 10km,** 20km, 40km and **80km** (ultimate certificate).  Hold a running club at lunch time to develop running styles and add to distances run in class.  Target children who are less active and support them by teaching ways of increasing the distance they can run. This could be done by looking at last years. spreadsheet and identifying children who didn’t achieve a certificate.  Staff to record the number of laps each child can run in 3 mins (KS1) and 5 mins (KS2) in October and repeat at the end of the year. | Playground or field  £135 for new certificates  FW to identify children in PE lessons and create a running club | Increased fitness levels reported.  Staff report increased concentration levels.  Whole school results recorded on display board and shared in celebration assembly.  Registers  Registers  Evidence: Spreadsheet of results, photos, child survey, certificates.  Spreadsheet showing progress. | Swanwick KM to become embedded within the school day. |
| To increase active bursts within lessons to improve concentration and activity levels and fitness in children. | Use resources such as:   * Go Noodle * Super Movers * Ageless Grace   Staff to share active ideas they have used within class.  Staff to create links with Super Movers to their teaching and learning.  Staff to look for opportunities to be active whilst learning.  Continue to run Forest schools in year 4.  Run skipping workshops led by Dan the skipping man.  Purchase additional skipping ropes for KS1 and KS2 for break time and lunch time. | **Staff meeting**  KT/HM  Meeting to share and remind about ideas and go through possible resources.  Speak with TD and LB  £786  £430 | * Children active during lessons. * Increased level of focus and fitness. * Links made to other curriculum areas.   Evidence: Learning walks, sports council survey, planning.  **Impact –** | Share a different active break once a term. Aim to increase the number of active breaks each week.  **Next Steps:** |
| To increase activity levels in children and change long term attitudes towards exercise by running the DTF Fitness programme. | Use the DTF Fitness Programme in school in the summer term during curriculum time – FW  FW to create and run a fitness after school club.  FW to support staff with the use of DTF in lesson times.  FW to work with PP children and those identified as less engaged in sport to run a unit of fitness.  HM/FW to lead a staff meeting based around fitness and DTF activities. | Staff Meeting HM/FW – use of the fitness cards and AVSSP fitness site.  FW to support at lunch times with fitness and skipping activities. | * Increased fitness levels in children. * Children able to exercise for longer. * Improved attitude towards health and fitness.   Evidence: Photos, planning, learning walks.  **Impact:** | Staff upskilled to be able to teach fitness sessions in future years.  **Next Steps:** |
| Introduce new sports or activities and encourage more pupils to take up sport. | Hold a sports week/ active week allowing children to participate in a range of competitive and non-competitive sports, be active as much as possible all week and links made to diet and health.  FW to run Boxercise Spring Term in PE lessons and an after school fitness and Boxercise club.  AVSSP coach to run:  Y1 and Y2 – Boccia  Years 5 and 6 - wheelchair basketball  Reception, Y1, Y2 – pirate obstacle course  Continue link with Swanwick Hall Cricket Club and Derbyshire Cricket to run ‘Chance to Shine’ sessions. | KT/HM/FW to organize sports week.  KT/HM to create a timetable to activities to be led by AVSSP coach.  £58.33  £1650 (£175 per week + £100 per week)  £450 | * Children have greater opportunity to participate in sport and raise the profile of PE through other curriculum areas. * Links made between sport, exercise and health. * Increased opportunity to compete against peers.   Evidence: Sports survey, links with clubs, photos.  **Impact:** | Small charge per pupil for sports week to cover the cost in future years.  **Next Steps:** |
| To sustain activity levels at lunchtimes and break times. | Use of FW (Sports Apprentice) to run fitness, skipping and other activities at lunch.  FW to re-train the mini leaders.    Midday staff to use long ropes for skipping.  FW and KE to work on a different sporting value each half term – determination, honesty, passion, respect, team work, self-belief.  FW to create a timetable and hours log for mini leaders.  FW/HM to manage the mini leaders. | KT/HW/FW Wednesday pm release time.  FW to create timetable.  Middays to be invited to Skipping workshop.  Rewards given as house points.  Certificates to celebrate each of the sporting values. Presented in assembly. | Children active for longer within the school day.  Less incidents reported at breaks and lunch time.  Evidence: Surveys with staff and children.  Children show teamwork and sportsmanship values.  Evidence: Photos, list of certificates in assembly spreadsheet.  **Impact** | Midday staff and class teachers should be able to lead skipping activities during lunches and active breaks.  **Next steps:** |
| To increase activity levels of girls in sport. | FW to run a netball club for 6 weeks encouraging children to take part in the sport. Continue link to local club (Ripley Netball)  Run a girl’s football club and continue link to local clubs (Sleetmoor United FC and Wildcats).  Run a girls’ cricket club and link to Swanwick Hall Cricket Club  Pupil survey to identify other interests and choice of clubs. | £150  £0 Chance to shine | More girls taking part in school sport.  Evidence: Registers, photos, club feedback through links with coaches.  **Impact** | Links with local clubs continue.  **Next steps** |
| To develop confidence and competence in cycling. | Bike-ability training for all children in year 5 increasing cycling ability and confidence. Level 1 and 2 qualifications. | Through affiliation with AVSSP (£1200 to cover bike-ability, competitions, PE support, festivals – possible cost around £450 of bike-ability from affiliation) | Increased cycling ability along with road safety awareness.  Increased number of children travelling safely to school.  Evidence: Register, photographs  **Impact**  **47 children took part in the bike ability out of 61.** | **Next steps** |
| To increase the range and quality of extra-curricular sporting clubs. | Provide a high quality coach to run after school and lunchtime clubs across a range of sports across the whole school.  Link the after school clubs to sporting competitions where possible.  Sport teaching assistant to run additional sports clubs each week with support of school staff and AVSSP coach.  Cost of £1 per pupil per week to attend a club. Money to ensure cost of coach and equipment is sustainable.  Run the chance to shine workshops or engage in the virtual workshops to develop cricket in school. | Approximately **£625, £25 weeks @£25**)  £625 allocated out of Teaching assistant cost  £TBC | Increased number of children taking part in extra-curricular activity.  Evidence: Registers, pupil surveys, timetable on website  **Impact** | Small charge for attending an after school club.  **Next steps** |
| Increase the engagement of pupils and the amount of time they are active through use of additional equipment. | Purchase more equipment to support mini leaders running activities to help children be more active at break times and lunch times.  Purchase sets of skipping ropes for use at break times.  Complete an audit of what equipment we have in classes and in the PE store. | £0 included above | Increased amount of equipment to support PE lessons.  **Impact** | Where budget available continue to extend and replenish equipment.  **Next steps** |

| **School focus with clarity on intended impact on pupils:** | **Actions to achieve:** | **Funding allocated:** | **Evidence and impact:** | **Sustainability and suggested next steps:** |
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| **Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement** | | | | |
| **ACADEMIC YEAR** | **2020/21** | **FUNDING ALLOCATED** | **£**476.67 |  |
| PE and school sport display to raise the profile for pupils and to be interactive and engaging. | Re-fresh the PE board and update regularly.  Include school sports values, Swanwick KM, links to clubs, challenges and competitions.  Include photos to celebrate success. | £0 | FW to create a new board and update throughout the year.  Evidence: Photographs  **Impact** | Continue to update the notice board.  **Next steps** |
| Use school website and Swanwick story to celebrate success and sign-post to clubs to encourage participation. | Update the school PE section on the website to provide information about expectations and opportunities in PE.  Event leaders to provide a short summary after events and send to MF for the Swanwick Story.  Area on the website to show excellence and achievement. | £0  KT/HM to work on information during PE release time. | Pupils proud to read updates and celebrate success.  **Impact** | Continue to update the website and report information to parents in the Swanwick Story.  **Next steps** |
| Participation and success celebrated in weekly assemblies to inspire and motivate others. | Hand out certificates for events in assembly or read out achievements in virtual assembly.  Celebrate success of achievements from both in and outside of school.  Share inspirational sporting stories and events and promote sporting values through assemblies. | £0 | Staff to complete achievements in assembly spread sheet or hand certificates to MF by Friday.  Encourage parents to email in details of achievements from outside school with or without a photo.  SLT include sporting heroes and achievements in at least one assembly a term.  Evidence: Assembly spreadsheet, assembly record file.  **Impact** | Continue to present certificates and report on achievements in assembly.  SLT continue to share sporting stories and inspirational achievements in assembly.  **Next steps** |

| **School focus with clarity on intended impact on pupils:** | **Actions to achieve:** | **Funding allocated:** | **Evidence and impact:** | **Sustainability and suggested next steps:** |
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| **Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport** | | | | |
| **ACADEMIC YEAR** | **2021/22** | **FUNDING ALLOCATED** | **£**4274.80 |  |
| To increase the quality of teaching within PE sessions. | Employ a Teaching Assistant to assist with the setting up and running of PE sessions.  Teaching Assistant to ensure teachers have equipment ready at the start of each session.  Teaching assistant to work alongside staff supporting PE lessons and leading activities. | £5000 | Children active for longer as equipment is set up and ready as soon as they arrive at the session.  Extra support with the coaching of key skills and developing these skills within game situations.  Additional support in the differentiation and challenge of key skills.  Evidence: PE planning, learning walks, staff survey.  **Impact** | Staff upskilled and confident in the teaching of PE in future years.  **Next steps** |
| To continue to increase the subject knowledge of staff and confidence in PE teaching. | Staff to work alongside a coach to teach 1 unit of Dance.  Create a basic planning structure to support the teaching of Dance. To be completed alongside the dance coach.  Distribute copies of the AVSSP ‘Do, Think, Feel’ PE lessons to support staff in their teaching. Use of all or part of sessions as required by staff.  Staff to have support in Games lessons from the sports TA in at least one half term.  Staff to receive 1 session of work based around sports beyond the curriculum. Possible sessions to include Boccia, Wheelchair basketball, fencing and archery).  Staff meeting to share and plan PE lessons using the ‘Do Think, Feel’ PE lessons as a basis.  Sportsability training and resources to be shared amongst staff to promote diversity in curriculum and inclusion within PE and Sport.  Sports coach and sports TA to create a list of all equipment in school. | £1837.50  Cost of curriculum time: **£** for Autumn A, Autumn B and Spring A.  £0- free training and resources as a part of the affiliation  £ listed above  KT/HM to share resource lists with staff along with planning resources available. All documents available on share point.  £450 | Children participating in high quality PE lessons.  Staff delivering high quality dance lessons with greater confidence showing an increase in skill development and application.    Evidence: lesson planning, Feedforward sheets, learning walks and staff survey  **Impact** | Staff upskilled and confident in ability to teach PE.  **Next steps** |
| PE learning walks to support the teaching and assessment of PE and identify areas of development. | Work with staff to ensure use of the ‘Do Think Feel’ Planning and ensure this is being adapted or look at other planning in place.  KT/HM to check all staff are using the new progression of skills for their year group.  KT/HM to ensure there is a clear overview showing coverage of sports in games, gymnastics units and dance units across the school. | £0  KT/HM during PE release time. | KT/HM to complete learning walks during leadership time.  Documents for planning, progression of skills and curriculum overview available on share point.  Staff following progression of skills, using games and gym plans as a guide, using feedforward sheets to record progress.  **Impact** | PE Co-ordinators have a clear understanding of how effectively their subject is being taught and the needs of staff.  Areas that are identified for improvement can be included into future action plan  Staff to celebrate good practice and share ideas  **Next steps** |
| Staff inset on Dance and to develop staff knowledge and understanding. | FW/KT/HM to deliver inset on teaching Dance. | £0 | Staff increased knowledge, confidence and skills to deliver high quality PE  Insight into current good practice -Showcase resources available  Able to identify good to outstanding practice and criteria required  **Impact** | Staff able to use ideas and knowledge within own lessons.  **Next steps** |
| Gifted and talented children identified and stretched. | Children with specific talents identified and given opportunities to develop further through links to clubs.  Section on the school website showing excellence and achievement in PE. | £0 | Selecting children for team events following undertaking sessions in PE.  Website redesign- awaiting additional content  **Impact** | Continue to update the website and build links with clubs.  **Next steps** |
| To increase the confidence in staff abilities to include all children within PE lessons. | KT work with MW (SENDCo) and AVSSP SEN support to continue understanding and use of sensory circuits within school in order to increase participation.  KT to look at different ways of differentiating and supporting learning of those children with additional needs.  Inset for staff based on differentiation in PE.  Boccia sessions planned in for Year ½ to support needs of SEN children and SEN groups to run for these mornings too | £0  £58.33 | All children able to participate at their own level within PE lessons and sporting clubs.  Evidence: Inset for staff  **Impact** | Staff able to include children of all abilities within PE lessons.  **Next steps** |
| To increase the confidence in staff to teach Orienteering. | Update the map of the school grounds to support the teaching of orienteering and further cross-curricular activities.  Purchase unit plans to support the teaching of orienteering across the school.  Run school inset to support in the teaching of orienteering. | £860 | Staff have increased skills and confidence in the teaching of orienteering.  Improved resources to teach orienteering.  Evidence: Inset notes, learning walks.  **Impact** | Staff confident to deliver orienteering lessons and apply to other curriculum areas.  **Next steps** |

| **School focus with clarity on intended impact on pupils:** | **Actions to achieve:** | **Funding allocated:** | **Evidence and impact:** | **Sustainability and suggested next steps:** |
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| **Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** | | | | |
| **ACADEMIC YEAR** | **2021/22** | **FUNDING ALLOCATED** | **£**8191.63 |  |
| To deliver a range of activities, including those that require specialist equipment. | Children take part in a variety of additional sports beyond the normal curriculum.  Use of AVSSP sports coaches/ FW to include archery, boxercise, fencing, wheelchair basketball and boccia with year class receiving 1 unit of work.  Complete staff survey to identify areas the class haven’t had an experience of.  Sports coach from AVSSP and TA. | £450 | Increased engagement in PE sessions from children when new/unusual activities introduced.  Following taught sessions, increased attendance at related after school clubs and competitions (e.g. multi-sports and dodgeball).  By introducing alternative activities, children gain experience in different types of sport and activity and broaden their understanding.  Evidence: Photos from sessions and clubs, planning  **Impact** | Re-book activities the children enjoyed.  Rotate the activities so each class gets a different activity each year.  **Next steps** |
| Increase the opportunities for activities outside the curriculum in order to get more pupils involved, particularly on those who do not take up additional PE and Sport | Ask staff if there is anyone who would like to run a new club e.g. table tennis, fitness.  Identify children who don’t participate in regular activity or show reluctance during PE lessons. | £0 | Pupil survey to identify activities of interest to pupils and general views on sport and PE.  Staff survey to identify staff interests and areas of expertise.  KT/HM to keep a record of children who have participated in clubs and competitions.  Evidence: Staff survey, pupil survey, registers.  **Impact** | Increased number of staff holding clubs.  **Next steps** |
| Introduce new sports or activities and encourage more pupils to take up sport. | Hold a sports week/ active week allowing children to participate in a range of competitive and non-competitive sports, be active as much as possible all week and links made to diet and health.  Book the Tough Runner course and additional experiences during sports week.  Make links between other curriculum areas including maths, Science and PSHE (Health, Diet and exercise) | Tough runner £550 | * Children have greater opportunity to participate in sport and raise the profile of PE through other curriculum areas. * Links made between sport, exercise and health. * Increased opportunity to compete against peers.   Evidence: Sports survey, links with clubs, photos.  **Impact** | Continue to run clubs that have had large numbers of pupils taking part.  **Next steps** |
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| **Key indicator 5: Increased participation in competitive sport** | | | | |
| **ACADEMIC YEAR** | **2021/22** | **FUNDING ALLOCATED** | **£**775.83 |  |
| To increase the amount of competitive sport opportunities for pupils | A school competition calendar developed with the school games organiser (AVSSP) including a wide variety of different sporting competitions against other schools across KS1 and KS2.  Enter virtual competitions and festivals provided by the AVSSP.  Encourage more staff to take part in virtual festivals and competitions with classes. | £750 cost.  (£1200 per year affiliation with AVSSP minus  Bikeability costs.) | Increased desire to perform well showing determination.  Certificates presented after each event.  Increase the number of children competing.  Pupils motivated to be active and take part in competition.  Evidence: Sporting achievements on web site, Swanwick Story, registers, display.  **Impact** | Continue to enter competitions and encourage additional staff to support.  Continue with virtual competition formats within school at the end of units of work.  **Next steps** |
| Increase levels of participation in whole school sporting activities and challenges. | Hold a sports week/ active week where year groups compete in a variety of different sports competitions against each other. Planned for June 2021.  Children run the Swanwick Kilometre challenge to compete against themselves and others. Weekly totals to be announced in Fridays assembly and a termly total reported. Swanwick KM winners each term to be announced in the Swanwick Story.  Hold a team sports day with an opening ceremony. Children compete across a range of skills based stations in teams.  Create a clear list of activities for sports day and present to staff in the Spring Term to allow for preparation and practice prior to the event.  Purchase medals and awards to celebrate success and achievements.  Each unit of games builds up to a game with a competition within the class or between classes.  Within lessons children encouraged to score and officiate. | Costs already detailed in Key indicator 4.  £50 | All children engaging in Intra school competition and celebrating success.  All children enjoying competing against themselves and others. Children competing as a class against other classes across the school  All children engaging in intra school competition and celebrating success.  Increased quality of skills within the sports day.  Achievements celebrated and rewarded.  **Impact** | Established routine for sports day should allow for improvements to be made year-on-year.  **Next steps** |
| Raise the profile of competitive sports. | Increase the number of match reports for different sporting events on the school website and through the Swanwick Story.  Create links to local sports clubs.  Set up sports reporters to create match reports from year 6. | £0 | Achievements celebrated.  **Impact** | Continue to celebrate success.  Train year 5 and 6 children to write sports reports.  **Next steps** |

**2021-2022 Swimming Data**

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| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below: |
| 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 children may swim in another year please report on their attainment on leaving  primary school. |  |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? |  |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?  Water safety level 1:  Water Safety level 2: |  |
| 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? |  |

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