

Swanwick Primary School

PE and School Action Plan 2021 – 2022 Evaluation

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

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 19%	476.67 2%	4274.80 21%	8191.63 40%	775.83 4%

Key Achievements to date September 2021	Areas for further improvement
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

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
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2021-2022 Swimming Data

Meeting national curriculum requirements for swimming and water safety. 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. 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	
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 2020. Please see note above	73%
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	44%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	98%
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

Academic Year: 2021/22	Total fund allocated: £20,367.43	Date Updated: July 22		
Intent:	Implementation:	Resources/ Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
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		Percentage of total allocation: 19%	
To increase activity levels in children and change long term attitudes towards exercise by running the Swanwick Kilometre.	<p>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.</p> <p>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).</p> <p>Hold a running club at lunch time to develop running styles and add to distances run in class.</p> <p>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.</p> <p>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.</p>	<p>Playground or field</p> <p>£135 for new certificates</p> <p>FW to identify children in PE lessons and create a running club</p>	<p>Impact:</p> <p>Increased fitness levels reported and evident during success at athletics and cross country events and the number of children keen to be part of the team.</p> <p>New certificates ordered. Ultimate certificate to be awarded at the end of the year for those children who have achieved it. This was decided as 100km.</p> <p>Whole school results recorded on display board and shared in celebration assembly each week. More classes coming in the top 3 each week and a greater variety of classes.</p> <p>FW held a running club which was popular with year 6 children.</p> <p>Spreadsheet used to record each child's progress with a timed run logged each half term to identify progress. 5 minutes was decided for each year group. Began this in Spring</p>	<p>Next steps: Swanwick KM to become embedded within the school day.</p> <p>Continue with this fitness initiative. Focus on:</p> <p>Supporting staff in completing the spreadsheets.</p> <p>Sharing with staff ways to use this as a form of competition within the class, but also individual challenge.</p>

			<p>B. KS2 showing mixed results with consistent scores recorded within the 5 minutes. KS1 not all staff recording correctly, more support needed with this.</p> <p>Evidence: Spreadsheet of results, photos, child survey, certificates. Spreadsheet showing progress.</p>	<p>Ensure staff are completing the assessment timed runs each half term and doing this as accurately as possible.</p> <p>Identify children who could benefit from an active club at lunch to develop running skills and fitness and support them in running more laps.</p>
<p>To increase active bursts within lessons to improve concentration and activity levels and fitness in children.</p>	<p>Use resources such as:</p> <ul style="list-style-type: none"> • Go Noodle • Super Movers • Ageless Grace <p>Staff to share active ideas they have used within class.</p> <p>Staff to create links with Super Movers to their teaching and learning.</p> <p>Staff to look for opportunities to be active whilst learning.</p> <p>Continue to run Forest schools in year 4.</p> <p>Run skipping workshops led by Dan the skipping man.</p> <p>Purchase additional skipping ropes for KS1 and KS2 for break time and lunch time.</p>	<p>Staff meeting</p> <p>KT/HM</p> <p>Meeting to share and remind about ideas and go through possible resources.</p> <p>Speak with TD and LB</p> <p>£786</p>	<p>Impact:</p> <ul style="list-style-type: none"> • Children active during lessons. • Increased level of focus and fitness. • Links made to other curriculum areas. <p>Unable to run forest schools, but this is planned for September 2022</p> <ul style="list-style-type: none"> • Skipping workshops held and the skipping and activity trolley was re-installed in Summer terms. • Children motivated to skip and be more active at breaks and lunch times. • Staff reported improved activity and behavior. 	<p>Next Steps:</p> <p>Share a different active break once a term. Aim to increase the number of active breaks each week.</p> <p>Run Forest Schools in different year groups.</p> <p>Continue with the active bursts.</p> <p>Continue with the activity trolley.</p>

		£430	Evidence: Learning walks, survey, planning, discussion with staff.	
To increase activity levels in children and change long term attitudes towards exercise by running the DTF Fitness programme.	<p>Use the DTF Fitness Programme in school in the summer term during curriculum time – FW</p> <p>FW to create and run a fitness after school club.</p> <p>FW to support staff with the use of DTF in lesson times.</p> <p>FW to work with PP children and those identified as less engaged in sport to run a unit of fitness.</p> <p>HM/FW to lead a staff meeting based around fitness and DTF activities.</p>	<p>Staff Meeting HM/FW – use of the fitness cards and AVSSP fitness site.</p> <p>FW to support at lunch times with fitness and skipping activities.</p>	<ul style="list-style-type: none"> Increased fitness levels in children. Children able to exercise for longer. Improved attitude towards health and fitness. <p>Evidence: Photos, planning, learning walks, registers.</p> <p>Impact:</p> <ul style="list-style-type: none"> Fitness clubs held in years 3, 4, 5 and 6. Fitness lessons led by FW in lesson times. 	<p>Staff upskilled to be able to teach fitness sessions in future years.</p> <p>Next Steps:</p> <p>Sports coach to work with children who are less engaged in PE.</p> <p>Staff meeting based around DTF fitness resources.</p>
Introduce new sports or activities and encourage more pupils to take up sport.	<p>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.</p> <p>FW to run Boxercise Spring Term in PE lessons and an after school fitness and boxercise club.</p>	<p>KT/HM/FW to organize sports week.</p> <p>KT/HM to create a timetable to activities</p>	<ul style="list-style-type: none"> 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. 	Small charge per pupil for sports week to cover the cost in future years.

	<p>AVSSP coach to run: Y1 and Y2 – Boccia Years 5 and 6 - wheelchair basketball</p> <p>Reception, Y1, Y2 – pirate obstacle course</p> <p>Continue link with Swanwick Hall Cricket Club and Derbyshire Cricket to run ‘Chance to Shine’ sessions.</p>	<p>to be led by AVSSP coach.</p> <p>£58.33</p> <p>£1650 (£175 per week + £100 per week)</p> <p>£450</p>	<p>Evidence: Sports survey, links with clubs, photos.</p> <p>Impact: AVSSP coach ran Boccia in years 1 and 2 which the children enjoyed.</p> <p>Year 6 participated in wheelchair basketball and this was enjoyed with new skills developed.</p> <p>Pirate obstacle course showing great teamwork Years EYFS, 1, 2 and 3.</p> <p>Tough runner showing great teamwork and resilience years 4, 5 and 6.</p> <p>The above events did not take place within a specific active week, but did take place at different times within the year.</p> <p>Derbyshire cricket club worked with years 1 and 3. Links made to clubs for those age groups and shared in the Swanwick Story.</p> <p>Links shared through the swanwick story in a variety of new clubs and sporting activities including football, cricket and athletics.</p>	<p>Next Steps:</p> <p>Continue to include the tough runner and Pirate obstacle course each year.</p> <p>Plan in specific times to use the additional equipment with the AVSSP coach so each year group gets to do at least one additional activity from wheelchair basketball, boccia, fencing, archery, boxercise.</p> <p>Use staff survey to identify opportunities for cross-curricular activities</p>
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<p>To sustain activity levels at lunchtimes and break times.</p>	<p>Use of FW (Sports Apprentice) to run fitness, skipping and other activities at lunch.</p> <p>FW to re-train the mini leaders.</p> <p>Midday staff to use long ropes for skipping.</p> <p>FW and KE to work on a different sporting value each half term – determination, honesty, passion, respect, team work, self-belief.</p> <p>FW to create a timetable and hours log for mini leaders.</p> <p>FW/HM to manage the mini leaders.</p>	<p>KT/HW/FW Wednesday pm release time.</p> <p>FW to create timetable.</p> <p>Middays to be invited to Skipping workshop.</p> <p>Rewards given as house points.</p> <p>Certificates to celebrate each of the sporting values. Presented in assembly.</p>	<p>Children active for longer within the school day.</p> <p>Less incidents reported at breaks and lunch time.</p> <p>Evidence: Surveys with staff and children.</p> <p>Children show teamwork and sportsmanship values.</p> <p>Evidence: Photos, list of certificates in assembly spreadsheet.</p> <p>Impact:</p> <p>FW supported the mini leaders and re trained them. Time sheets introduced and a clear bank of activities they can run safely.</p> <p>Mini leaders achieved awards for their time given at lunch times. These were reported in assembly and within the swanwick story.</p> <p>New mini leaders in year 4 trained to support the current leaders in September.</p> <p>Long ropes being used at breaks and lunchtimes and the activity trolley.</p> <p>Sporting values visible on the PE and sports boards.</p>	<p>Midday staff and class teachers should be able to lead skipping activities during lunches and active breaks.</p> <p>Next steps:</p> <p>AVSSP coach to continue to support the mini leaders with training and organization. Also with time sheets and certificates.</p> <p>Continue with the activity trolley.</p> <p>AVSSP coach to include the different sporting values within clubs and lessons.</p>
<p>To increase activity levels of girls in sport.</p>	<p>FW to run a netball club for 6 weeks encouraging children to take part in the sport. Continue link to local club (Ripley Netball)</p>	<p>£150</p>	<p>More girls taking part in school sport.</p> <p>Evidence: Registers, photos, club feedback through links with coaches.</p>	<p>Links with local clubs continue.</p> <p>Next steps</p>

	<p>Run a girl's football club and continue link to local clubs (Sleetmoor United FC and Wildcats).</p> <p>Run a girls cricket club and link to Swanwick Hall Cricket Club</p> <p>Pupil survey to identify other interests and choice of clubs.</p>	£0 Chance to shine	<p>Impact</p> <p>12 children took part in the netball club of which 8 were girls. Link made with Ripley Netball. The children competed in the years 5 and 6 netball competition.</p> <p>Girls football club took place for years 4 and 5 in the summer term 8 girls took part. Link made to sleetmoor United local club through the Swanwick Story.</p> <p>Cricket club in years 3, 5 and 6. Links made to Swanwick Hall Cricket Club.</p>	<p>Continue to run a variety of clubs that cater for both boys and girls.</p> <p>Continue to promote clubs through assemblies and the Swanwick Story.</p>
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)	<p>Increased cycling ability along with road safety awareness.</p> <p>Increased number of children travelling safely to school.</p> <p>Evidence: Register, photographs</p> <p>Impact 47 children took part in the bike ability out of 61 in year 5. All achieved their level 1 and 2.</p> <p>42 out of 57 children took part in bikeability level 1 in year 3 (74%) and 36 out of 50 children in year 4 72%). All of these achieved their level 1.</p>	<p>Next steps</p> <p>Continue with bikeability levels 1 and 2 in year 5.</p> <p>Continue with bikeability level 1 in year 3.</p>
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.	Approximately £625, £25 weeks @£25)	Increased number of children taking part in extra-curricular activity.	Small charge for attending an after school club.

	<p>Link the after school clubs to sporting competitions where possible.</p> <p>Sport teaching assistant to run additional sports clubs each week with support of school staff and AVSSP coach.</p> <p>Cost of £1 per pupil per week to attend a club. Money to ensure cost of coach and equipment is sustainable.</p> <p>Run the chance to shine workshops or engage in the virtual workshops to develop cricket in school.</p>	<p>£625 allocated out of Teaching assistant cost</p> <p>£TBC</p>	<p>Evidence: Registers, pupil surveys, timetable on website</p> <p>Impact</p> <p>Clubs were able to start slowly in Autumn 1 but these were limited and held within year groups due to covid cases and bubbles. In Autumn 2 we were able to increase the number of clubs. This continued throughout the year and we were able to begin to mix year groups at some stages.</p> <p>After school clubs spread across years 1-6 Autumn 1 – 1 club per week Autumn 2 – 3 clubs per week Spring 1 – 3 clubs per week Spring 2 – 2 clubs per week Summer 1 – 3 clubs per week Summer 2 – 4 clubs per week</p> <p>Lunch time clubs ran in the summer terms with a club each lunch for children in KS2. Prior to that the focus was on active lunchtimes and supporting mini leaders with some clubs.</p> <p>A charge of £1 per week was made and has proved to be successful. Money to support with the sustainability of the clubs.</p> <p>Chance to shine workshops took place in years 1 and 3.</p>	<p>Next steps</p> <p>Continue to offer at least 3 after school clubs per week and 3 lunch time clubs per week.</p> <p>Complete a pupil survey to identify areas of interest in clubs both at lunch times and after school.</p> <p>Use money from afterschool club (£1401 for academic year) to fund further equipment or experiences for 22/23</p>
<p>Increase the engagement of pupils and the amount of time they are active through</p>	<p>Purchase more equipment to support mini leaders running activities to help children be more active at break times and lunch times.</p>		<p>Increased amount of equipment to support PE lessons.</p>	<p>Where budget is available continue to extend and replenish equipment.</p>

use of additional equipment.	<p>Purchase sets of skipping ropes for use at break times.</p> <p>Complete an audit of what equipment we have in classes and in the PE store.</p>	£0 included above	<p>Impact</p> <p>Small equipment order made in Autumn term to support teaching in clubs and lessons.</p> <p>PE equipment order placed in Summer B.</p> <p>Audit completed and areas of need identified to support high quality PE in lessons and clubs.</p> <p>No new skipping ropes required.</p> <p>2 long ropes provided in the skipping workshops.</p>	<p>Next steps</p> <p>Limited equipment should be required.</p>
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School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				
ACADEMIC YEAR 2021/22		FUNDING ALLOCATED £476.67		Percentage of total allocation: 2%
PE and school sport display to raise the profile for pupils and to be interactive and engaging.	<p>Re-fresh the PE board and update regularly.</p> <p>Include school sports values, Swanwick KM, links to clubs, challenges and competitions.</p> <p>Include photos to celebrate success.</p>	£0	<p>FW to create a new board and update throughout the year.</p> <p>Evidence: Photographs</p>	<p>Continue to update the notice board.</p> <p>Next steps</p>

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
			<p>Impact</p> <p>FW has rotated the display board termly and the mini leaders to show sporting success, achievements, resources, clubs and images.</p> <p>Raising profile of sporting achievement, is a useful display with sports values to be referred to during indoor sessions</p>	<p>Continue to have a variety of information on the display board.</p> <p>Put up trophy shelf to display previous awards and give a place for most recent trophies</p> <p>Adjust mini-leaders display for new groups, including training hours and rota of activities</p>
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.	<p>£0</p> <p>KT/HM to work on information during PE release time.</p>	<p>Pupils proud to read updates and celebrate success.</p> <p>Impact</p>	Continue to update the website and report information to parents in the Swanwick Story.

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
	<p>Event leaders to provide a short summary after events and send to MF for the Swanwick Story.</p> <p>Area on the website to show excellence and achievement.</p>		<p>Success in sport is celebrated in assembly and within the Swanwick Story. This might be an individual success out of school or a school event.</p>	<p>Next steps</p> <p>Update the school website to record success and achievement.</p>
<p>Participation and success celebrated in weekly assemblies to inspire and motivate others.</p>	<p>Hand out certificates for events in assembly or read out achievements in virtual assembly.</p> <p>Celebrate success of achievements from both in and outside of school.</p> <p>Share inspirational sporting stories and events and promote sporting values through assemblies.</p>	<p>£0</p>	<p>Staff to complete achievements in assembly spread sheet or hand certificates to MF by Friday.</p> <p>Encourage parents to email in details of achievements from outside school with or without a photo.</p> <p>SLT include sporting heroes and achievements in at least one assembly a term.</p> <p>Evidence: Assembly spreadsheet, assembly record file.</p>	<p>Continue to present certificates and report on achievements in assembly.</p> <p>SLT continue to share sporting stories and inspirational achievements in assembly.</p> <p>Next steps</p> <p>Continue to celebrate success in the Swanwick story and within assemblies.</p>

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
			<p>Impact</p> <p>Success in sport is celebrated in assembly and within the Swanwick Story. This is both individual success out of school and school events and competitions.</p>	

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	Percentage of total allocation: 21%
To increase the quality of teaching within PE sessions.	<p>Employ a Teaching Assistant to assist with the setting up and running of PE sessions.</p> <p>Teaching Assistant to ensure teachers have equipment ready at the start of each session.</p> <p>Teaching assistant to work alongside staff supporting PE lessons and leading activities.</p>	£5000	<p>Children active for longer as equipment is set up and ready as soon as they arrive at the session.</p> <p>Extra support with the coaching of key skills and developing these skills within game situations.</p> <p>Additional support in the differentiation and challenge of key skills.</p>	<p>Staff upskilled and confident in the teaching of PE in future years.</p> <p>Next steps</p> <p>Employ a coach 2 days a week throughout the year.</p>

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
			<p>Evidence: PE planning, learning walks, staff survey.</p> <p>Impact Learning walks showed staff working well with the coach. Some classes were led by the coach with others team teaching or the coach supporting lessons.</p> <p>Increased quality in gym lessons was observed.</p> <p>Greater use of the AVSSP plannig as a basis being used and adapted in games and Gym lessons.</p>	<p>Use of AVSSP coaches to support staff in developing subject knowledge and confidence to teach different areas of PE (as identified in the staff survey/learning walks).</p> <p>Robust process of observations, team teaching and reviewing of planning to be devised to ensure coach supports and upskills teaching staff to confidently teach linked area of learning</p>
<p>To continue to increase the subject knowledge of staff and confidence in PE teaching.</p>	<p>Staff to work alongside a coach to teach 1 unit of Dance.</p> <p>Create a basic planning structure to support the teaching of Dance. To be completed alongside the dance coach.</p> <p>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.</p>	<p>£1837.50</p> <p>Cost of curriculum time: £ for Autumn A, Autumn B and Spring A.</p>	<p>Children participating in high quality PE lessons.</p> <p>Staff delivering high quality dance lessons with greater confidence showing an increase in skill development and application.</p>	<p>Staff upskilled and confident in ability to teach PE.</p> <p>Next steps</p>

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
	<p>Staff to have support in Games lessons from the sports TA in at least one half term.</p> <p>Staff to receive 1 session of work based around sports beyond the curriculum. Possible sessions to include Boccia, Wheelchair basketball, fencing and archery).</p> <p>Staff meeting to share and plan PE lessons using the 'Do Think, Feel' PE lessons as a basis.</p> <p>Sportsability training and resources to be shared amongst staff to promote diversity in curriculum and inclusion within PE and Sport.</p> <p>Sports coach and sports TA to create a list of all equipment in school.</p>	<p>£0- free training and resources as a part of the affiliation</p> <p>£ listed above</p> <p>KT/HM to share resource lists with staff along with planning resources available. All documents available on share point.</p> <p>£450</p>	<p>Evidence: lesson planning, Feedforward sheets, learning walks and staff survey</p> <p>Impact Some staff report an increase in confidence in teaching Dance, but still some staff would like further support in this area.</p> <p>Sports coach and sports TA used the AVSSP planning as a basis in the gym and games lessons taught. Planning was shared with staff. Staff inset involved explaining the different sections of the planning and allowing staff time to look at the planning in more detail.</p> <p>Staff report a variety of areas of strength in different games areas. Most staff using the games planning as a basis for their lessons and report it being helpful. Good use of key vocabulary and structure in lessons observed during learning walks.</p> <p>Due to restrictions and availability of equipment, limited sessions of archery and fencing.</p>	<p>Use the results of the sports survey to match working with the coach to staff needs.</p> <p>Have a coach in 2 days a week.</p> <p>Trial the AVSSP dance planning this year alongside a coach.</p> <p>AVSSP coach to lead sessions based around staff needs. Coach to set short parts of the lesson for staff to lead. Coach to observe class teacher at the end of the unit and provide support and guidance.</p> <p>Plan in use of the fencing, boccia, archery and boxercise equipment with the coach. Each class to have 1 unit of work in one of these</p>

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
			<p>Staff meeting allowed for the sharing of planning and discussions around effective use.</p> <p>Discussion in staff meeting around adaptations to lessons to support children with additional needs and to encourage inclusion for all. Good practice shared.</p>	<p>areas. Child and staff survey to assist with allocation.</p> <p>Work with AVSSP specialised coach to support staff with inclusion and adaptations to lessons.</p>
<p>PE learning walks to support the teaching and assessment of PE and identify areas of development.</p>	<p>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.</p> <p>KT/HM to check all staff are using the new progression of skills for their year group.</p> <p>KT/HM to ensure there is a clear overview showing coverage of sports in games, gymnastics units and dance units across the school.</p>	<p>£0</p> <p>KT/HM during PE release time.</p>	<p>KT/HM to complete learning walks during leadership time.</p> <p>Documents for planning, progression of skills and curriculum overview available on share point.</p> <p>Staff following progression of skills, using games and gym plans as a guide, using feedforward sheets to record progress.</p> <p>Impact Examples of planning collected and discussions with staff showing most were using the AVSSP planning as a basis.</p>	<p>PE Co-ordinators have a clear understanding of how effectively their subject is being taught and the needs of staff.</p> <p>Areas that are identified for improvement can be included into future action plan</p> <p>Staff to celebrate good practice and share ideas</p>

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
			<p>Progression of skills reviewed and shared along with overview of areas of coverage to ensure a balance of all areas of PE and sports to ensure key skills covered.</p> <p>Staff reviewed PE overviews for their new year group to ensure they were clear of the coverage and their learning needs.</p>	<p>Next steps</p> <p>Match the use of the coach with year group overviews and staff training needs from the survey.</p> <p>Continue with learning walks to check understanding and effectiveness of the use of the planning.</p>
Staff inset on Dance and to develop staff knowledge and understanding.	FW/KT/HM to deliver inset on teaching Dance.	£0	<p>Staff increased knowledge, confidence and skills to deliver high quality PE</p> <p>Insight into current good practice -Showcase resources available</p> <p>Able to identify good to outstanding practice and criteria required</p> <p>Impact We were unable to complete staff inset on Dance. All classes did take part in Dance led by an experienced coach.</p>	<p>Staff able to use ideas and knowledge within own lessons.</p> <p>Next steps</p> <p>Follow up on the quality of dance teaching and ensure staff lacking confidence receive further support.</p>

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
				<p>Hold a staff inset on Dance.</p> <p>AVSSP planning scheme for dance expected this year – HM plus other teachers who have highlighted dance as an area needing support to attend any training from AVSSP or seek support through the booked coaches.</p>
<p>Gifted and talented children identified and stretched.</p>	<p>Children with specific talents identified and given opportunities to develop further through links to clubs.</p> <p>Section on the school website showing excellence and achievement in PE.</p>	<p>£0</p>	<p>Selecting children for team events following undertaking sessions in PE.</p> <p>Website redesign- awaiting additional content</p> <p>Impact Section on the website not complete.</p> <p>Children who are gifted and talented in PE challenged through taking part in elite competitions run by the AVSSP and also links to sports clubs.</p>	<p>Continue to update the website and build links with clubs.</p> <p>Next steps</p> <p>Create further links for gifted and talented children.</p>

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To increase the confidence in staff abilities to include all children within PE lessons.	<p>KT work with MW (Senco) and AVSSP SEN support to continue understanding and use of sensory circuits within school in order to increase participation.</p> <p>KT to look at different ways of differentiating and supporting learning of those children with additional needs.</p> <p>Inset for staff based on differentiation in PE.</p> <p>Boccia sessions planned in for Year ½ to support needs of SEN children and SEN groups to run for these mornings too</p>	<p>£0</p> <p>£58.33</p>	<p>All children able to participate at their own level within PE lessons and sporting clubs.</p> <p>Evidence: Inset for staff</p> <p>Impact</p> <p>Some support given to staff during staff meeting on differentiation and adaptations to PE.</p> <p>Some support from AVSSP SEN support led by HM. Specialised coach worked with some children and staff on Boccia which was a success. Boccia kits purchased to enable this to continue.</p> <p>Meeting planned with specialist coach to plan support for next year.</p>	<p>Continue to enter elite competitions.</p> <p>Staff able to include children of all abilities within PE lessons.</p> <p>Next steps</p> <p>Specialised sports coach to work with 4 classes who have a high number of children on the SEN register or those with children who find it more difficult to engage in PE lessons.</p> <p>Book AVSSP SENCo to attend in coaching slots for school to support teaching staff/classes who highlighted this as an area for development in the staff survey/ who voice this as something needing support.</p> <p>Work with SENCo (MW) to identify any children needing additional</p>

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
				<p>support to access/participate, and provide support/resources for associated staff.</p>
<p>To increase the confidence in staff to teach Orienteering.</p>	<p>Update the map of the school grounds to support the teaching of orienteering and further cross-curricular activities.</p> <p>Purchase unit plans to support the teaching of orienteering across the school.</p> <p>Run school inset to support in the teaching of orienteering.</p>	<p>£860</p>	<p>Staff have increased skills and confidence in the teaching of orienteering.</p> <p>Improved resources to teach orienteering.</p> <p>Evidence: Inset notes, learning walks.</p> <p>Impact Map of the school grounds updated and a permanent course installed.</p> <p>Unit plans purchased and being trialled in years 3, 4 and 5.</p> <p>Training for 3 members of staff taken place. These staff now need to pass this learning on through a staff meeting.</p>	<p>Staff confident to deliver orienteering lessons and apply to other curriculum areas.</p> <p>Next steps</p> <p>Deliver inset to staff to train on resources/ open discussions for differentiation and cross curricular opportunities</p>

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
ACADEMIC YEAR	2021/22	FUNDING ALLOCATED	£8191.63	Percentage of total allocation: 40%
To deliver a range of activities, including those that require specialist equipment.	<p>Children take part in a variety of additional sports beyond the normal curriculum.</p> <p>Use of AVSSP sports coaches/ FW to include archery, boxercise, fencing, wheelchair basketball and boccia with year class receiving 1 unit of work.</p> <p>Complete staff survey to identify areas the class haven't had an experience of.</p> <p>Sports coach from AVSSP and TA.</p>	£450	<p>Increased engagement in PE sessions from children when new/unusual activities introduced.</p> <p>Following taught sessions, increased attendance at related after school clubs and competitions (eg. multi-sports and dodgeball).</p> <p>By introducing alternative activities, children gain experience in different types of sport and activity and broaden their understanding.</p> <p>Evidence: Photos from sessions and clubs, planning</p> <p>Impact</p> <p>Some classes took part in boxercise and boccia.</p>	<p>Re-book activities the children enjoyed.</p> <p>Rotate the activities so each class gets a different activity each year.</p> <p>Next steps</p> <p>Plan a unit of work for each year group with the AVSSP coach on boccia, fencing, archery or boxercise.</p> <p>Communicate with AVSSP to find out availability for additional equipment and ensure these are factored in when booking/ planning</p>

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
			Unable to include archery and fencing due to restrictions.	
<p>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</p>	<p>Ask staff if there is anyone who would like to run a new club e.g. table tennis, fitness.</p> <p>Identify children who don't participate in regular activity or show reluctance during PE lessons.</p>	<p>£0</p>	<p>Pupil survey to identify activities of interest to pupils and general views on sport and PE.</p> <p>Staff survey to identify staff interests and areas of expertise.</p> <p>KT/HM to keep a record of children who have participated in clubs and competitions.</p> <p>Evidence: Staff survey, pupil survey, registers.</p> <p>Impact</p> <p>CC, AB, KP and BS were able to support with competitions this year. AB and BS ran clubs along with KT and HM.</p>	<p>Increased number of staff holding clubs.</p> <p>Next steps</p> <p>Create a club for less active children.</p> <p>Pupil survey on the types of clubs they would like at school.</p> <p>Support staff to lead clubs – provide letter templates, additional support</p> <p>AVSSP to provide clubs on coaching days, plus 2 additional clubs (one after school, one lunch time)</p>

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
			<p>Survey shows staff who are able to support with clubs next year.</p>	<p>KT/HM to ensure clubs are varied to engage as large a group as possible</p>
<p>Introduce new sports or activities and encourage more pupils to take up sport.</p>	<p>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.</p> <p>Book the Tough Runner course and additional experiences during sports week.</p> <p>Make links between other curriculum areas including maths, Science and PSHE (Health, Diet and exercise)</p>	<p>Tough runner £550</p>	<ul style="list-style-type: none"> • 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. <p>Evidence: Sports survey, links with clubs, photos.</p> <p>Impact</p> <p>No specific sports week but events held over a few weeks.</p> <p>Tough runner took place for year 4, 5 and 6. Ozzy's obstacle course took place for EYFS, years 1, 2 and 3.</p>	<p>Continue to run clubs that have had large numbers of pupils taking part.</p> <p>Next steps</p> <p>Continue to include sports that are beyond the PE curriculum and offer a variety of opportunities to develop skills and be active.</p> <p>Book tough runner years 3, 4, 5 and 6.</p> <p>Book Ozzy obstacle course for EYFS, Years 1 and 2.</p>

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
			<p>Children and staff reported success and great enjoyment along with teamwork and resilience.</p> <p>Wheelchair basketball for year 6.</p>	<p>Book Tough rower for KS2.</p> <p>Include fencing, boxercise, fitness and archery with the coach.</p> <p>Plan clubs for the year, ensuring opportunities are varied and open to all year groups at some point over the year</p>

Key indicator 5: Increased participation in competitive sport				
ACADEMIC YEAR	2021/22	FUNDING ALLOCATED	£775.83	Percentage of total allocation: 4%
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.	£750 cost. (£1200 per year affiliation with AVSSP minus	Increased desire to perform well showing determination. Certificates presented after each event.	Continue to enter competitions and encourage additional staff to support.

	<p>Enter virtual competitions and festivals provided by the AVSSP.</p> <p>Encourage more staff to take part in virtual festivals and competitions with classes.</p>	Bikeability costs.)	<p>Increase the number of children competing.</p> <p>Pupils motivated to be active and take part in competition.</p> <p>Evidence: Sporting achievements on web site, Swanwick Story, registers, display.</p> <p>Impact We were able to take part in 9 competitions last year. This was reduced due to Covid but an increase on the previous year.</p> <p>More staff were able to support with competitions after school and these staff are happy to continue next year.</p>	<p>Continue with virtual competition formats within school at the end of units of work.</p> <p>Next steps</p> <p>Continue to be part of the school games run through AVSSP allowing entry to high quality competition.</p> <p>Increase the number of competitions attended. Staff survey showing where staff are able to support with these competitions.</p>
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.	Costs already detailed in Key indicator 4.	All children engaging in Intra school competition and celebrating success.	Established routine for sports day should allow for

	<p>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.</p> <p>Hold a team sports day with an opening ceremony. Children compete across a range of skills based stations in teams.</p> <p>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.</p> <p>Purchase medals and awards to celebrate success and achievements.</p> <p>Each unit of games builds up to a game with a competition within the class or between classes.</p> <p>Within lessons children encouraged to score and officiate.</p>	<p>£50</p>	<p>All children enjoying competing against themselves and others. Children competing as a class against other classes across the school</p> <p>All children engaging in intra school competition and celebrating success.</p> <p>Increased quality of skills within the sports day.</p> <p>Achievements celebrated and rewarded.</p> <p>Impact</p> <p>Sports week didn't take place as a week but as separate events.</p> <p>Swanwick KM has taken place all year with children competing as a class and also individually to achieve distance certificates. Scores</p>	<p>improvements to be made year-on-year.</p> <p>Next steps</p> <p>Continue with team sports day.</p> <p>Purchase medals for sports day.</p> <p>Sports coach to model use of competition and role of children scoring and officiating in all lessons supporting staff to make this a regular part of lessons.</p> <p>Investigate additional sporting events to support more children to take part</p>
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			<p>shared each week in assembly.</p> <p>Sports day planned allowing children to compete in teams using a variety of skills from across their PE lessons.</p> <p>Medals purchased for 1st and second place in both KS1 and KS2.</p> <p>Children involved in games within PE lessons. Children supported to officiate and score in some lessons.</p>	<p>eg. Non-competitive events, SEN events</p> <p>Devise some competitive events for throughout the year – link these with mini-leaders/DTF fitness</p> <p>Continue with Swanwick Km and competitive element – interclass scoring, biggest improvement</p>
<p>Raise the profile of competitive sports.</p>	<p>Increase the number of match reports for different sporting events on the school website and through the Swanwick Story.</p> <p>Create links to local sports clubs.</p> <p>Set up sports reporters to create match reports from year 6.</p>	£0	<p>Achievements celebrated.</p> <p>Impact Swanwick story used well to report on all competitions and this includes both achievements at school competitions and activities children attend outside of school.</p> <p>Sports display of trophies and team pictures.</p> <p>Links sent out about local clubs on the Swanwick Story.</p>	<p>Continue to celebrate success.</p> <p>Train year 5 and 6 children to write sports reports.</p> <p>Next steps Have a sports council to support with reports and choices in PE.</p> <p>Continue to report sporting achievements in the Swanwick Story.</p> <p>Continue to have a PE and sports display.</p> <p>Introduce sports council.</p>

				<p>Year 5/6 to contribute to assemblies/Swanwick story newsletter</p> <p>Purchase sports hoodies for staff to wear on PE teaching days/at school events to raise profile and visibility of PE</p> <p>Investigate role of 'reporter' for different events; eg a child from the team to write up a report, member of sports council</p>
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