

## **Byers Green Primary School**

### **PE and Sport Premium Funding 2021-2022**

*“Schools must use the funding to make additional and sustainable improvements to the quality of physical education (PE), physical activity and sport you offer.” (DfE May 2019)*

This means that we should use the premium to:

- develop or add to the PE, physical activity and sport activities that our school already offers
- build capacity and capability within our school to ensure that improvements made now will benefit pupils joining our school in future years

#### **We can use the premium to secure improvements in the following indicators:**

1. the engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
2. the profile of PE and sport is raised across the school as a tool for whole-school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

**The amount of premium received for 2021-2022 was £ 16,750**

**A full breakdown of how it has been spent is outlined below:**

**GoWell Competition SLA £1908.90 and coaches to events £580**

**Full access to the Go Well competition calendar:**

**Events chosen:**

- Tag Rugby Festival – tiered competition
- Tri-golf – participation festival
- Primary Athletics – tiered competition
- KS1 Alternative Sports Day – participation festival
- Cricket Skills day – participation festival
- Golf taster session – participation festival
- Friendship Games – participation festival

## **GoWell Standard SLA £4262.48 – 50 credits available**

### **Coaching Support (35 credits used)**

Coaches will work alongside teachers with the main aim of upskilling the teacher in that curriculum area. Coaches will be sourced, vetted and supplied by Go Well. Go Well will provide a service of quality assurance and monitoring of coaches deployed. Go Well coaches will not cover PPA time. Chosen curriculum coaching was as follows:

- Autumn term
  - Net/wall games - 2 hours of coaching support per week for 5 weeks for KS2 **(5 credits)**
  - Fundamental movement skills – 2 hours of coaching support for 5 weeks for KS1 and EYFS **(5 credits)**
- Spring term – Gymnastics - 2 hours of coaching support per week for 10 weeks for whole school **(10 credits)**
- Summer term
  - Football - 2 hours of coaching support per week for 10 weeks **(10 credits)**
  - OAA – 2 hours of coaching support per week for 5 weeks **(5 credits)**

### **Whole school coaching days (15 credits used)**

The days have allowed children to participate in a whole school event to raise the profile of PE across the school. It has allowed the children to work collaboratively and in teams to take part in an extra-curricular activity in addition to their weekly two hours of PE.

- Skipping – a full day of skipping skills and tricks with a number of individual and group challenges
- Ready, Set, Glow! – a new and fun physical activity experience, where children participate in the dark with themselves, and PE equipment illuminated with UV lights!
- Quidditch – we turned our school into Hogwarts for the day! The children were sorted into teams by the sorting hat and took part in a range of Quidditch related games.
- Sports Day – a whole school competition day to engage the children in competition.

### **Other Services**

- Access to online resources
- Equipment loan scheme
- Management, coordination and quality assurance of all services delivered
- Priority on additional programmes and opportunities sourced by SSP for example 'The Friendship Games' linked to Birmingham 2022
- Go Well Networking Meetings and Head Teacher Meeting – 4 meetings.
- Data Report on participation rates in competitions and festivals

## **Teaching Assistant with PE Specialism (contribution of £9098.62 towards annual salary)**

Our Teaching Assistant with PE Specialism will:

- lead structured sports activities at playtimes and lunchtimes
- run afterschool sports clubs to help prepare teams for scheduled competitions

**Forest School (£900)**

A half term block of curriculum learning and after school club, delivered by specially trained staff, to develop our outdoor areas and inspire children and staff with a Forest School experience.

**Impact our school has seen on pupils' PE, physical activity and sport participation and attainment and how the improvements will be sustainable in the future**

Key indicator	Impact	Sustainability
1.The engagement of all pupils in regular physical activity	<ul style="list-style-type: none"> <li>• Active playtimes encouraged, using playground equipment such as skipping ropes, hula hoops and balancing equipment has led to more opportunities for physical activity. A target of 30 minutes of physical activity per day discussed with the children, making them aware and encouraging a log to be kept.</li> <li>• Timetables for classes to use different areas of the school grounds has meant a variety of opportunities have been created and an increase in girls' participation in for example, football.</li> <li>• All children continued to receive 2 hours of timetabled PE per week. By continuing to come to school dressed in PE kit, it means there are no issues around forgotten kit/participation.</li> </ul>	<ul style="list-style-type: none"> <li>• Continued encouragement of all children to participate in 60 minutes of physical activity per day – with 30 minutes taking place in school. We will go back to a system of tracking this in September.</li> <li>• Continued commitment for all children to receive at least 2 hours of timetabled PE per week.</li> <li>• Educating the children to recognise that physical activity also supports their emotional health and wellbeing.</li> </ul>
2.The profile of PE and sport is raised across the school as a tool for whole-school improvement	<ul style="list-style-type: none"> <li>• All staff and children continue to understand the importance of regular physical activity.</li> <li>• Selecting children to represent the school at various events has helped to raise PE profile.</li> <li>• PE and sport continues to be valued as a curriculum area in its own right but also for the beneficial effects it can have in other areas of the curriculum.</li> <li>• Children's achievements in PE and sporting activities continue to be celebrated in weekly praise assemblies (certificates and medals), on display board in hall and in noticeboard section of school website.</li> </ul>	<ul style="list-style-type: none"> <li>• Continued focus on the high profile of PE and sport in future school improvement plans.</li> <li>• Continued celebration of children's achievements in a variety of ways.</li> </ul>
3.Increased confidence, knowledge and skills of all	<ul style="list-style-type: none"> <li>• Staff continue to show an increase in confidence, knowledge and skills following coach-supported sessions in gymnastics, rugby, fundamental movement skills and football.</li> </ul>	<ul style="list-style-type: none"> <li>• Continued use of increased knowledge and skills by more confident teachers to plan future high quality PE lessons.</li> </ul>

<p>staff in teaching PE and sport</p>	<ul style="list-style-type: none"> <li>• High quality lessons with high level of activity have been planned and staff ensured that planning for PE lessons continued to show progression and development of skills.</li> <li>• Units of work from previous work with coaches have been delivered by the class teacher.</li> <li>• All staff inspired by the Forest School curriculum blocks and already are making plans to link other aspects of the curriculum to these opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• PE coordinator to offer support to ensure skills are developed and progressed.</li> <li>• Continued support from GoWell PE specialist to ensure CPD is up-to-date and of high quality.</li> </ul>
<p>4. Broader experience of a range of sports and activities offered to all pupils</p>	<ul style="list-style-type: none"> <li>• GoWell curriculum coaching enabled children to access a range of sporting opportunities.</li> <li>• Coaching days gave a broad range of new skills and provided children with a knowledge of other activities which are available.</li> <li>• After school clubs were linked to upcoming competitions to provide children with an opportunity to experience a wider range of sports.</li> <li>• KS1 attended a multi-sports event to encourage participation in sports in the local area.</li> </ul>	<ul style="list-style-type: none"> <li>• Continued encouragement of all children to try a range of different sports and continue these outside of curriculum time through links with local clubs.</li> <li>• Continued commitment to try to link after school clubs to upcoming competitions where possible.</li> </ul>
<p>5. Increased participation in competitive sport</p>	<ul style="list-style-type: none"> <li>• 7 events have been attended by children across the age groups throughout the academic year.</li> <li>• Children across school (from YR-6) have taken part in a variety of interschool sport competitions.</li> <li>• Challenge days encouraged the children to beat their personal best and work in teams in order to compete with others within their peer group.</li> </ul>	<ul style="list-style-type: none"> <li>• Continued commitment to take part in a range of competitive events, ensuring all age groups across the school experience intra-school events.</li> <li>• The impact of the pandemic meant that due to staffing/illness fewer events were booked than typically (pre-pandemic). This will be addressed in the next academic year and more opportunities organised.</li> <li>• Continued encouragement of all children to be competitive and want to succeed but also to recognise the importance of demonstrating the School Games values when competing.</li> </ul>

## **Swimming**

This year, Y5/6 attended swimming lessons throughout the Autumn and Spring terms. We changed our swimming timetable in light of the pandemic to give this group the opportunity to catch up.

Y3/4 have accessed swimming lessons during the summer term.

It is now a DfE requirement for schools to publish information about the swimming competency of their Y6 cohort.

For 2021-2022 the proportion of our Y6 cohort who met each requirement was as follows:

- swim competently, confidently and proficiently over a distance of at least 25 metres – 31%
- use a range of strokes effectively – 31%
- perform safe self-rescue in different water-based situations – 31%