**Antrobus St Mark’s CE Primary School**

**PE and Sport Premium Report for School Year 2021 – 2022**

**July 2020**

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| **Key achievements to date:** | **Areas for further improvement and baseline evidence of need:** |
| * Employment of sports coaches to broaden the experience of all pupils across a range of sports and activities. * Established a Forest School curriculum across all age ranges, to broaden the outdoor educational experience. * Created stronger links to sports partnerships and increased participation rate in competitive school sports, (including subscribing to Vale Royal School Sports Partnership (VRSSP). * Invested in new outdoor equipment to enhance the children’s learning opportunities during playtimes and lunchtimes- table tennis, netball. | * To continue to find ways to make lessons as active as possible throughout each school week especially Maths and Literacy- Active Schools membership. (recommended 30minutes of physical activity per day) * To continue to increase the school’s participation in competitive sport and to enable children the opportunity to meet. |

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| **Meeting national curriculum requirements for swimming and water safety** |  |
| What percentage of current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? | % |
| What percentage of current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | % |
| What percentage of current Year 6 cohort perform safe self-rescue in different water-based situations? | % |
| 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? |  |

**In the school year 2021-2022, Antrobus CE Primary School received £16,499.00 of PE and Sports Premium Funding.**

**(April 21 = £6,950 October 21 = £9,549)**

**The actions plan set out below show how the school allocated this funding, and identifies the impact across 5 key indicators.**

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| **Academic Year:** 2021/22 | | **Total fund allocated:** £16,670.00 | **Date Updated:** November 21 | | |  |
| **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 | | | | | | Percentage of total allocation: |
| % |
| School focus with clarity on intended **impact on pupils**: | Actions to achieve: | | | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| * That all pupils have at least 30 minutes of physical activity a day in school. | * Employment of Sports specialist to deliver quality PE sessions to KS1 & KS2. * To employ sports coaches to deliver sports activities one lunchtime per week to all pupils. * Children to build stamina in sustained physical activity through daily golden mile. * KS2 children to receive physkids training to help deliver games to EYFS and KS1 during playtimes. | | | £ | * Pupils have received high quality teaching of PE in KS1 and KS2. * An increase in participation has led to a majority of children having developed much enthusiasm for organised team games at lunchtimes delivered by coaches, physkids leaders and SSOC. * KS1 and KS2 pupils have been introduced to competitive games in a controlled setting within PE sessions each week- Football, rugby. * Classes to complete 10minutes of daily mile time each day around the school field. (ongoing target) | * To continue to monitor participation and the variety of different games introduced in PE sessions, lunchtimes and ASC. * The daily mile (before lunch) has become established routine in KS2 and will continue. |
| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement.  **Physical Education, School Sport and Physical Activity** | | | | | | Percentage of total allocation: |
| % |
| School focus with clarity on intended **impact on pupils**: | | Actions to achieve: | Funding allocated: | | Evidence and impact: | Sustainability and suggested next steps: |
| * The embedding of ‘Forest School’ to engage and enthuse pupils in outdoor, adventurous physical activities. * The employment of a fully qualified Forest School leader to co lead alongside our qualified TA to deliver sessions to ALL pupils. * Sports Ambassador Programme and development of Playground Leaders to encourage and develop leadership qualities of KS2 pupils and therefore further raise the profile of PESSPA. | | * The introduction of Forest School sessions to Nursery and Reception children. * The embedding of Forest School sessions in KS1 and KS2 classes. * Miss Perry to develop a SSOC   (School sports organiser crew) and to train them to deliver afterschool and lunchtime clubs.   * Physkids as mentioned above. * Use Sports Ambassadors to deliver key messages and announcements in School Worship time half termly and to deliver my personal best activities throughout the year. | £ | | * During the first half term Class 1 (EYFS) received an afternoon per week of forest schools. KS2 were offered an afterschool forest schools club to attend with our qualified TA. * For Autumn 2 ALL children will be engaging in a forest schools session every Tuesday led by our qualified TA and also another fully qualified practioner brought into school to co deliver sessions to all. 100% involvement from pupils. * These programmes have provided more support and opportunities for our KS2 pupils to lead and manage playtime games with increased independence. The children have demonstrated good leadership skills, providing friendship and support for the less active children during playtimes. Examples of child led activities witnessed at playtimes are: physkids games- dragon, whats the time Mr Wolf and table tennis. * The SSOC have taken the initiative to set up their notice board in the school corridor and have been given hoodies to wear during their lunchtime duties and ASC. | * The impact of Forest School to be highlighted and celebrated for prospective parents. * For the SSOC to progress onto delivering ‘my personal best’ challenges |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| % |
| School focus with clarity on intended  **impact on pupils**: | Actions to achieve: | Funding  allocated: | Evidence and impact: | Sustainability and suggested  next steps: |
| * All pupils to receive weekly PE lessons to be led by the class teacher with increased confidence for one session and also by a professional coach for the second session. * Staff to incorporate active aspects to lessons with confidence using teach active subscription and training delivered by SSOC in worships and by Miss Perry in staff meeting time. | * Teachers and TAs to observe/work alongside Specialist sports coaches to improve and develop subject knowledge across a variety of disciplines. * To use the SSOC to gather pupil questionnaires. * To gather staff feedback on PE. * To deliver staff meetings aimed at training staff to deliver active aspects to lessons other than PE, heatmaps etc. * To book Tas and teachers onto CPD provided by the VRSSP. | £1300 Per term to the VRSSP | * All teachers, having received CPD through working alongside experienced and specialist sports coaches   throughout the year, report that pupils have had enhanced quality of teaching and learning. Also, that they as teachers have enjoyed and benefitted from the sessions and this in turn has impacted greatly upon their subject knowledge and confidence to lead their own successful PE lessons.   * Pupil discussions showed increased positive attitudes towards PE lessons and their enjoyment and increased participation in those lessons led by both sports’ specialist and teachers. | * PE coordinator to develop CPD of all staff through release time in order to plan and observe PE lessons with a focus on assessment of pupil progress in PE and identifying clearer pathways for those pupils showing a particular talent and those that are more reluctant to take part in physical activity. * To look into purchasing a scheme for PE for teachers to follow to ensure the skills progression is met. |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| % |
| School focus with clarity on intended  **impact on pupils**: | Actions to achieve: | Funding  allocated: | Evidence and impact: | Sustainability and suggested  next steps: |
| * To promote a variety of outdoor activites to children including gardening as a means of physical exercise. * To provide a wide range of extra-curricular sports clubs and signpost pupils with increased engagement or ability to local community clubs. * To offer a range of physical activities on residential visits | * To provide a range of extra-curricular sports activities on at least 3 days a week throughout the year. * To offer a lunchtime sports club once per week for all ages Nursery-Year 5. * To offer a variety of clubs throughout the academic year with at least 3 per half term, 2 of which to have a physical element like dance, football, forest schools etc. * KS2 residential trip to Colomendy in North Wales for 2 nights in June 2022 to include sessions taught by specialist outdoor adventure leaders. This will include outdoor adventurous activities. |  | * Engagement levels were very high in all sessions, leading to increased confidence and competence in what was a new sport for many. Local sports clubs leaflets sent home and a number of children have signed up to local clubs. * A variety of extra-curricular activities offered throughout the year (football, forest schools, sports club for EYFS and KS1, dance) All were well attended with increased participation. This is due to the inclusivity aspect across all age groups. One example is the football club had 19 pupils attend from years 1-5. | * To look into getting a gardener to come into school to deliver high quality gardening skills teaching to classes and maintaining the flower beds and garden areas of the grounds. * Forest School teacher to continue delivery of high quality gardening skills/lessons. * To continue to work with our sports coaches at progressive sports as well as teacher led clubs to maintain current provision whilst looking to widen opportunities throughout the year. |
| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation: |
| % |
| School focus with clarity on intended  **impact on pupils**: | Actions to achieve: | Funding  allocated: | Evidence and impact: | Sustainability and suggested  next steps: |
| * Participation by pupils of all abilities so that competitive sport is inclusive. * Build greater links with other schools and with the community so that pupils have a greater awareness of the opportunities on offer. * Sporting citizenship, a sense of fair play and resilience including the ability to cope with and learn from disappointment. | * To make good use of the Vale Royal Schools Sport Partnership for the coordination of competitive events. * Select a range of pupils to make up teams in order to try to achieve greater overall participation in competitions. * When we do not have the numbers to provide an Antrobus squad then look to send out a federation team with our sister school Great Budworth. | £1300 per term subscription VRSSP | * Children enjoyed success and developed in confidence and resilience as a direct impact from participating in a variety of sports events and competitions, both individually and as a team. Years 3-5 had the opportunity to take part in competitions out of school against other local schools in our VRSSP These include; girls football and mixed football. Unfortunately, some competitions were postponed/ cancelled due to COVID-19- netball. * Antrobus was frequently complimented on their sporting behaviour, endeavour and perseverance. * As a small school all children that would like to take part in our competitions are invited along. We do not select squads it is an all welcome approach as we need this in order to get the numbers for a team and also to encourage all pupils irrelevant of their ability to enjoy sports both inside and outside of school. | * Antrbus School will continue to subscribe to VRSSP to enjoy the many benefits of coordinated competition events. * To link teaching of a variety of different sports directly to the calendar of competitions to better prepare children individually and as a team. |