



**Whitchurch CE Infant & Nursery Academy  
Evidencing the Impact of School PE and Sports Grant 2020-2021**

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| Total amount carried over from 2019/20  | £2 660  |
| Total amount allocated for 2020/21  | £17 630 |
| How much (if any) do you intend to carry over from this total fund into 2021/22?    | £9 814  |
| Total amount allocated for 2021/22  | £17 450 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £27 264 |

| <b>Academic Year:</b> 2020/21   | <b>Total fund allocated:</b> £17630   | <b>Date Updated:</b> July 2021     |  |   |
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| <b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school  |   |                                    | Percentage of total allocation:<br>22.1 %  |   |
| Intent  | Implementation  |                                    | Impact   | Sustainability and suggested next steps   |
| <p>Children engaged in one weekly high quality PE lesson during curriculum time in addition to:</p> <ul style="list-style-type: none"> <li>• daily active break time</li> <li>• daily active lunch time facilitated by the active mile</li> <li>• daily mile</li> <li>• daily active maths lessons</li> <li>• daily 5 a day activity</li> </ul> | <ul style="list-style-type: none"> <li>• Children to participate in the daily mile (15minutes daily) through the facilitation of a daily mile track to develop additional physical activity at lunchtimes.</li> <li>• Playground games online learning for mid-day supervisors to develop and promote active lunchtimes.</li> <li>• Continue to review resources to enhance active playtimes.</li> <li>• Appoint new KS1 sports/play leaders - 2 children from each class</li> <li>• PE Subject Leader / assistant principal to monitor – playtimes / lunchtimes</li> <li>• Ongoing curriculum audit by coordinator and new equipment ordered in response to needs</li> </ul> | <p>Funding allocated<br/>£4661</p> | <p><b>Regular physical activity:</b><br/>All KS1 children are involved in 1 hour directed PE lessons per week plus additional activity through 5 a day, active lunchtimes and at regular intervals during the school day, ensuring that their physical literacy skills are being continually challenged and practised.</p> <p>Additional resources have been purchased to support control measures in respect of “bubbles” at lunchtime which have in turn impacted on improved behaviour.</p> <p>Play Leaders were introduced during summer term which gave children responsibility and supported their self-esteem, one child reported his best day ever as he had been appointed as a play leader in his bubble.</p> <p>Lunchtime Rota had been planned for ALL children to be able to have opportunities during breaks/lunches to increase</p> | <p>Monitoring of activity levels is required to ensure children are physically active and confident in fundamental movement skills.</p> <p>PE Lead to ensure all children participate in 2 hours of PE a week within school through regular monitoring commencing Autumn 2021 and ongoing throughout the year.</p> <p>PE Lead to monitor the provision of active lunchtimes / playtimes for all to promote 1 hour of daily physical activity commencing Autumn 2021 and ongoing throughout the year.</p> <p>CPD for lunchtime staff is a Continue to broaden the level of activity within the school through sport clubs and the Daily Mile, which will have a long-lasting impact on the health and fitness of every child in the school.</p> <p>Continued investment in resources for the teaching of P.E. to maintain a good</p> |

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|   |  |  | physical activity where possible.   | level of high quality equipment whilst broadening the resources so we can offer a wider range of sports  |
| <ul style="list-style-type: none"> <li>All children to access outdoor learning during the year</li> </ul>             | <ul style="list-style-type: none"> <li>Regular timetabled outdoor learning sessions by specialist leader – weekly EYFS and half termly for other year groups.</li> <li>CPD - Supporting forest school activities in your school x 3 staff (1 from each year group) to support forest school activities to ensure all children can develop the 'Independent me'</li> <li>Waterproofs to provide all children with the correct clothing to ensure forest school activities can take place in all weathers</li> </ul> |  | <p>Forest School has been impacted by absence of trained staff member due to Covid control measures.</p> <p>Regular outdoor learning has been undertaken as part of our recovery curriculum but has also been impacted by curriculum modifications and Covid restrictions and complications.</p>  | <p>Appoint a strategic lead (SLT member) to oversee the outdoor learning provision and ensure there are clear links to overall curriculum offer.</p> <p>Train additional staff members to support Forest School to avoid any disruption as a consequence of staff absence.</p> <p>Review the curriculum offer by revisiting Wild Passport materials.</p> |
| <ul style="list-style-type: none"> <li>Curriculum resources improved and maintained.</li> </ul>                       | <ul style="list-style-type: none"> <li>Regular resource audits to be completed by the PE co-ordinator.</li> <li>Staff to complete equipment a fault sheet if they find a piece of equipment that is not appropriate for use.</li> </ul>  |  | <p>Equipment brought has made teaching PE lessons easier and more effective as resources are more readily available for lessons and for the children to use easily.</p>   | <p>PE Lead to continue to monitor and audit resources.</p>   |
| <ul style="list-style-type: none"> <li>New activities to be developed and promoted to EYFS / KS 1 children</li> </ul> | <ul style="list-style-type: none"> <li>Purchase of scooterwise resource pack and helmets equipment: 12 scooters and 20 helmets</li> <li>Balance bag and equipment to support the delivery of the balanceability programme</li> </ul>   |  | <p>Scooterwise has been delivered as a club to 12 KS1 children (Covid restrictions). Scooterwise enabled the children the opportunity to help improve coordination to all children and taught them how to balance using their weight while following the scheme of work.</p> <p>Child voice: "scooter club was brilliant, I learnt how to ride a two wheel scooter correctly, I was</p> | <p>PE Lead to work with SLT to create a timetable of ASCs across the academic year.</p>  |

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|  |  | nervous at the beginning but the games helped to develop my balance, it was great fun." |  |
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| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement   |   |  | Percentage of total allocation:  |
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|  |   |  | 8.6%   |
| Intent   | Implementation  | Impact   | Sustainability and suggested next steps:   |
| <ul style="list-style-type: none"> <li>• School Website page to be updated regularly focusing on PE and updated regularly</li> <li>• Sporting achievements highlighted in Celebration Worship weekly to ensure whole school is aware of the importance of PE and to encourage all pupils to aspire to being involved in sport</li> </ul> | <ul style="list-style-type: none"> <li>• Assistant principal/PE Subject leader to continue to update the website page include competitions, activities, curriculum, regularly updated</li> <li>• Assistant principal /PE Subject leader to ensure newsletters highlight PE profile/successes</li> <li>• SLT to ensure achievements celebrated in Worship</li> </ul> | <p>Funding allocated £1798</p> <p>The Federation website and twitter is used to promote local sporting events, activities and curriculum content. The Sports premium and impact are uploaded to the website. It has highlighted the importance of PE and sport within the school to deliver the 'Healthy me' to the wider community.</p> | <p>Ongoing use of social media to highlight sporting achievements both within school and external achievements of our pupils.</p> <p>Sports celebrations need to be further highlighted.</p> <p>ASCs to be marketed and supported by Sports Leader and Vice Principal.</p> |
| <ul style="list-style-type: none"> <li>• Regular staff meeting time used to share developments within PE</li> <li>• All staff to wear a federation PE kit to raise the profile of PE within the school, to show children how it is important for you to be dressed accordingly.</li> </ul>   | <ul style="list-style-type: none"> <li>• Regular staff meeting time allocated to maintaining high profile.</li> <li>• PE co-ordinator to attend CPD sessions / network meetings – to take good practice / good ideas back into school.</li> <li>• PE federation hoodie for each member of staff</li> </ul>  | <p>During sports day the use of social media showcased PE and sporting activities.</p> <p>During lockdown PE challenges were uploaded onto Purple Mash for all children within the federation encouraged to participate.</p>   | <p>Website page to be enhanced and parents to be signposted.</p> <p>Ensure QM accreditation is suitably communicated to community.</p>   |
| <ul style="list-style-type: none"> <li>• Quality Mark Package</li> </ul>   | <ul style="list-style-type: none"> <li>• Purchase and commence PE QM accreditation.</li> </ul>  | <p>Teacher vlogs encouraged PE activities.</p> <p>Accreditation towards the PE Quality mark is on-going.</p>   |  |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport |  |  | Percentage of total allocation:  |
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|   |  |  | 10.4 %   |
| Intent  | Implementation   | Impact   | Sustainability and suggested next steps  |
| <p>Staff to receive appropriate/ targeted CPD to improve teaching of PE lessons.</p>              | <ul style="list-style-type: none"> <li>PE subject leader to devise staff audit questionnaire.</li> <li>Staff to share skills and develop team teaching and lesson observations as tool for CPD.</li> <li>PE Subject Leader to undertake lesson observations to monitor quality of PE provision and identify further CPD needs.</li> <li>Staff new to PE role or new to the academy to attend a New to PE CPD course, to enable them to understand the importance of PE within school</li> <li>PE deep dive online course for new subject leader</li> <li>PE Annual conference - attendance by support staff to ensure they are up to date with new legislation and government guidance (June 2020)</li> <li>Effective monitoring course - to support new PE staff with monitoring and assessment during PE lessons.</li> </ul> | <p>Funding allocated: £2 197</p> <p>Due to Covid restrictions, external CPD has not been accessed.</p> <p>Staffing issues / absences led to difficulties covering absences for CPD / cover for PE subject leader release.</p> <p>Lesson observations completed as part of Deep Dive in summer term support CPD priorities for 2021-22.</p> | <p>Staff changes and new staff (NQTs) report a lack of confidence in delivering PE.</p> <p>Monitoring in summer term suggested that staff would benefit from CPD so that they feel more secure with their PE subject specific knowledge and effectiveness of their teaching.</p> <p>Coaching model by Federation PE lead to be established.</p> <p>Subject lead will work directly with staff/children to model lesson delivery.</p> <p>Additional CPD needs to be reviewed and funding allocated accordingly to support staff to improve subject specific knowledge.</p> <p>Planning and assessment to be further reviewed. PE subject lead to explore PE Primary Passport to support high quality planning moving forward.</p> |

**Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils





Percentage of total allocation:

33%

| Intent   | Implementation   | Impact  | Sustainability and suggested next steps:  |
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| <ul style="list-style-type: none"> <li>• Continue to offer a wide range of activities both within and outside the curriculum in order to involve more pupils</li> <li>• Opportunities for increased participation in a range/variety of sports/activities</li> <li>• Increased opportunities for parental participation in sporting activities / events with their children</li> <li>• throughout the year.</li> <li>• Increase links with local clubs by encouraging taster sessions / enrichment days</li> </ul> | <ul style="list-style-type: none"> <li>• Subject Leader to carry out new pupil survey to ascertain which sports pupils would like to be offered.</li> <li>• All children to be offered the opportunity to attend an ASC - whole class/bubble attendance</li> <li>• Introduce new sports for clubs in response to children's interests</li> <li>• (14 different clubs for 2018 -19) Increase participation rates from last year; average of 79% of KS1 attended a club;</li> <li>• Provide sporting events for parental participation with their child – 1 activity each term.</li> <li>• Taster sessions and enrichment days during curriculum time. Tennis / Cricket for 2018-2019 – develop further links within the community</li> <li>• Expand club links for signposting</li> </ul> | <p>Funding allocated: £6928</p> <p>Pupil Questionnaire was completed in September 2020 but due to COVID 19 restrictions, opportunities / enrichment / enhancements were unable to be arranged.</p> <p>Initially external provider supported the delivery of 2 ASC encouraging the children to participate in sport specific activities and provide the opportunity to develop skills.</p> <p>Due to limited participation / reluctance of parents to allow pupils to engage provider delivered whole class/bubble KS1 sessions. This provided the opportunity for the children to work with a specialised coach to develop specific skills in relation to athletics, ball skills and games.</p> <p>Child voice "I liked working with MR W, he makes the sessions fun and I like learning new skills. I have been playing the games with my friends at lunchtimes to help develop my skills.</p> | <p>Visits / Visitors and broader experiences need to be a focus for our children. Their experiences have been significantly limited throughout the pandemic.</p> <p>Each class will benefit from a pupil enrichment day during 2021-2022 introducing them to a new sport and access high quality delivery.</p> <p>PE Lead to undertake a pupil survey in September to identify our children's interests and needs to create an action plan for 2021-2022</p> <p>Build further on links with local sports clubs and coaches to encourage take up of sports out of school hours</p> <p>Ensure clubs are well publicised to parents and children.</p> <p>Maintain range of clubs to suit the needs of the school and look for providers who can offer alternative sports and activities</p> <p>Ensure clubs meet the varied interests of children within the</p> |

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|  |  |  |  | school and cover all the main sports. Aim to have at least one sport that the children may not have experienced before. |
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| Key indicator 5: Increased participation in competitive sport   |   |   | Percentage of total allocation:   |
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|   |   |   | 1.3%  |
| Intent  | Implementation  | Impact  | Sustainability and suggested next steps:  |
| <ul style="list-style-type: none"> <li> Increase in number of competitions entered by every individual child</li> <li> Children attend local clubs to continue sporting activity</li> </ul> | <ul style="list-style-type: none"> <li> PE lead to develop a clear map of inter school competitions throughout the academic year and create links with local schools to develop competitions. Increase curriculum competitions to at least 3 per year. Contact with local schools to arrange competitions. Use tracking system to engage as many pupils as possible in competitive opportunities.</li> <li> Strengthen links with local clubs and run taster sessions <b>each term</b> and signpost via the website – 2 taster sessions for 2018 -2019</li> </ul> | <p>Funding allocated: £272</p> <p>Due to limitations of being able to face to face competitions/ attend clubs we were unable to arrange any external events.</p> <p>All reception/KS1 children participated in the Santa dash and result were recognised through the school games. All children participated in sports day activities, shared with parents on Twitter and all children received a medal for participating.</p> <p>Sports day for EYFS/KS1 organise which supported the development of social skills positive relationship building. Demonstration of leadership, teamwork and communication skills, alongside facing new challenges including winning and losing.</p> | <p>In-house and Trust based sports competitions should return during 2021-2022 extending opportunities for collaboration and competition in order to support the development of pupils' confidence &amp; resilience</p> |