

Evidencing the Impact of Primary PE and Sport Premium Sunnyhill Primary School 2020/2021



Key achievements to date – Academic Year: 2019/2020:	Areas for improvement/Continued provision 2020/2021:
<p>Continued after school provision in a variety of clubs and three successful Sports Days with high parent turnout.</p> <p>Successful Community initiatives included an Edwardian flash mob for Sunnyhill 100 and a Community Mile as part of Refugee Week where parents were positive role models in fitness and enjoyed physical activity with their children</p> <p>Introduction of 'Active Learning', staff meeting led by SL to encourage a higher level of physical activity for our children throughout the day.</p> <p>SL used some release time spreading Daily Mile to other primary schools, creating a community for our children where Physical activity is at the forefront.</p> <p>Worked with a high-profile charity (Show Racism the Red Card) to encourage diversity/role models in Sport (as it was a non- Sport Relief Year, we wanted to remain fundraising for Sport).</p> <p>Daily Mile remains an integral part of Sunnyhill's school day.</p> <p>Continued CPD for teachers (new to school and NQT) via Moving Matters.</p> <p>Continued training of play leaders to increase opportunities for directed physical activity in the playground.</p> <p>In Summer term 16 play leaders were trained by the Moving Matters coach and pupil voice coordinator to enable them to organise and supervise games and activities during lunch time and break. They also assisted the PE lead in the organisation and delivery of EYFS and KS1 Sports Day.</p>	<p>Increased number of Y6s meeting the threshold for swimming through additional lessons.</p> <p>PE Lead to develop Staff's awareness of challenge and support to ensure effective differentiation in PE Lessons. (Allowing teachers to identify greater depth in PE ensuring this is evident in planning, teaching and learning across the school.)</p> <p>More competitions attended (including the introduction of trials for teams attending).</p> <p>Greater variety of competitive sports taught in after school clubs.</p> <p>1 days of CPD coaches to allow for focus groups in the summer term.</p>

Due to Covid-19 we could not complete our proposed spending plan. All unachieved actions highlighted in red font.

Meeting national curriculum requirements for swimming and water safety.		
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.	%*	
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?	%*	
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?	Yes / <input checked="" type="radio"/> No	

Funding was allocated to send the majority of the 46% who did not meet the threshold for further swimming instruction. (Covid-19)

Academic Year: 2020/21		Total fund allocated: £18,994+£1,474	Date Updated: September 2021	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				% Listed in Section 3
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
Clean-up/Audits of PE Cupboard to ensure the correct resources are available for quality PE lessons.	Clear labelling and stock check completely regularly. Working group of staff to maintain PE cupboard half termly.	N/A	Ensuring time is not wasted during PE lessons looking for resources.	Continue in 2021/2022 - Use pupil voice groups to support. Share in assemblies the importance of looking after resources as part of whole school core value 'Respect'.
SPORT RELIEF Flash mob. Children to have an awareness of charitable enterprise whilst engaging in community physical activity.	SL to choreograph a whole school dance with the School Council. SL to teach to Staff in a morning briefing session. Staff to teach it to individual classes. (Also covered in Section 3)	N/A	Sport as a whole school community. The children's feedback was incredibly positive. It united the children from EYFS to Y6 and they had a variety of positive role models through staff participating. A very memorable whole school event.	Plan a whole school dance/flash mob to be completed at a curriculum celebration.
Improvements in children leading effective/active play in the playground. This was adapted in light of the use of bubbles	Play leaders to receive training with specialist sports coach once a week	1/5 of Moving Matters Cost (£2000 – already listed in Section 3)	Children have more to do at playtime, more children are active and less behavioural incidents.	Allow play leaders to plan more playground events with the Pupil Voice Coordinator and be more active in intra-house tournaments including Sports Days.
Purchase additional resources to support and improve active play at lunch times	New equipment ordered to improve lunchtime provision with a range of activities. New equipment ordered to help promote use of outside learning.	£650		
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0.94% (£188.15)

Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
Community daily mile.	Organise event as part of Refugee week. Due to restrictions, it was not possible to invite parents/carers to this event.	Release time for SL (1day) £188.15	Pupils used sport / physical activity to promote a community cause. Runs were progressive - further for older year groups	Covid 19
Timetabling	Timetabling across a two-form entry school to ensure all classes receive the correct amount of PE provision every term.	N/A	Timetables are kept up to date and curriculum maps for PE are circulated to ensure resources can be shared appropriately.	Repeat in 2021/22
ROTE Staff Meeting	To develop Staff's awareness of challenge and support to ensure effective differentiation in PE Lessons. (Allowing teachers to identify greater depth in PE ensuring this is evident in planning, teaching and learning across the school.) SL to lead Staff Meeting & work with focus teachers throughout the year on effective Assessment.	N/A	Focus teachers are assessing their children and having meaningful conversations in the focus group about support and challenge.	SL to add 'Learning through ROTE?' differentiation policy to Learning Steps document. Assessment for PE document to be share with all staff for 2021/2022

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				75% (£15,000)
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
<p>Improved confidence of teachers (targeting NQTs and new teachers/new to year group teachers) to deliver structured and challenging PE Lessons.</p> <p><u>24 CPD slots per year</u> We will have 14 classes x 2 Slots for Play Leaders (Autumn/Summer Terms) x4 Slots remaining for Coaches to work with focus groups. (Eg.) G&T, Competition Teams, SEN or Low Ability</p> <p>Middle and senior leaders receive training to increase profile and expertise in PE teaching.</p>	<p>Employment of Moving Matters: Specialists to work alongside teaching staff and support their development.</p> <p>Modelling good practice, observations and provide feedback on teaching (verbal & written), team teaching, assessment, planning and preparation.</p>	<p>Friday CPD (Whole Day) + 1x After school club - £10,000</p>	<p>We have two specialist PE teacher who work collaboratively with our teachers when teaching PE to improve and develop the quality of PE lessons. Teachers self-evaluate and are evaluated at the end of the process by the specialist sports coaches to measure the impact of this team-teaching approach and provide evidence for any further training needs. Up to date Knowledge of the current PE curriculum. Being able to set appropriate learning outcomes (including challenge).</p> <p>High level of pupil activity during lessons. Ability to impart knowledge and understanding of what is being taught. Knowledge of how to assess pupils in PE. Having clear rules and routines during PE lessons).</p> <p>Regular review meetings with Moving Matters coach. Staff are improving on a week to week basis in confidence and subject knowledge.</p>	<p>Focus of CPD on less experienced teachers or teachers new to Sunnyhill</p>

			Staff who have Moving Matters training regularly accessing lesson plans for solo sessions. Lasting effects of CPD obvious. Incredibly positive feedback from Sunnyhill Staff about Moving Matters Coach	
Circulating access codes for Moving Matters schemes of works.	The support of teachers comes with access to all Moving Matters schemes of work and a range of supporting documents which help improve <u>all</u> staff's ability to teach good/outstanding PE lessons.	N/A	Consistent approach to teaching PE. Teachers have planned progression and challenge in lessons. Age appropriate starters.	Circulate yearly/remind Staff of resource in Staff meetings. Check if new staff members need support with the resource.
Sports Relief Flash Mob (Also listed in Section 1) Adapted according to Covid-19 restrictions	SL to choreograph a whole school dance with the School Council. SL to teach to Staff in a morning briefing session. Staff to teach it to individual classes. (Also covered in Section 3)	N/A	Staff enjoyed a meeting with physical activity, felt confident to take the dance back to their classes to teach. The whole school event was highly successful with every child (Nursery-Y6) performing the routine correctly.	Plan a whole school dance/flash mob to be completed at a curriculum celebration.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 6.27% (£1254.50)
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
Run a wide range of afterschool clubs for all children. Ensure a termly/half termly changeover of registers to ensure high access rates.	Multisport– KS1(Mixed) Football Club – KS1/KS2 (Mixed) Basketball – KS2 (Mixed) Hockey – KS2 (Mixed) Netball – Year 5/6 (Mixed) Tennis – KS2-Mixed Tag Rugby – KS2 Mixed Athletics – G&T	Multiskills Hockey Tennis Part of Moving Matters Cost Basketball – Summer (£225) (SPRING TERM £300 - COVID)	New children are joining clubs each term, parents have commented on fairer access to clubs, registers are kept up to date and waiting list children regularly achieving places in clubs.	Continue provision of free ASCs in 2021/2022, try to utilise more staff members to act as club leaders/role models.

Tokyo Day 2021	Introduction to a wide range of Sports The day will involve 4 different activities (including Olympic and Paralympic sports; boccia, shooting, golf and seated volleyball.) Every class will learn a traditional Japanese martial art called Kata and finish with running races.	£354.50	Covid 19	Covid 19
----------------	--	---------	----------	----------

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 3.76% (£752.60)
Intent	Implementation	Funding Allocated:	Impact	Sustainability and suggested
Increased participation in competitive Sport across the key stages.	Ensure there is a competition for each key stage in 19/20. Year 5/6 Netball Tournament KS1 Multisport Y3/4 Tag Rugby	Release for PE Lead – Netball Tournament £188.15 Release of Y4 Teacher for Tag Rugby Tournament £188.15	Children can reflect with coaches and analyse their games. Y5/6 team won the ‘Fair Play’ award for their respect to other schools and the way they played the game like a team. A child on the team also secured Most Valued Player of the tournament.	Continue to participate in Moving Matters Tournaments.
Y3/4 Rugby Trials	The whole Y3/4 cohort to take part in rugby trials with Moving Matters for the competition team selection. Give children an understanding of the processes in competitive sport. *Unfortunately, the tournament was cancelled due to Covid 19*	Moving Matters Cost	Children were invested in honing their skills in these sessions and a quality team of 16 children were selected. Teachers admitted that these may not have been the children selected from general PE teaching of Tag Rugby.	Increase trials with the support of Moving Matters or the PE lead to ensure more children are being considered for competitions. Include this during PE provision to ensure children who would not attend extra-curricular trials will be considered.

Sports Day- Intra House Competition. <ul style="list-style-type: none"> • EYFS • KS1 • KS2 Awards for Sports Day	Timetable, send letters, organise staffing of each station. Work closely with MM coach and play leaders to ensure the smooth running of the day. 1 st place medals and 1 st , 2 nd and 3 rd place stickers	Release for PE Lead x 2 Days £376.30 £275	Rewards and motivations to engage children through the incentive of rewards.	
---	---	---	--	--

C/FWD FROM 2019/20: £1,474
TOTAL ALLOCATED FOR 2020/21: £18,994
TOTAL TO BE SPENT: £20,468

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	