



## **Sports Premium and Funding Review**

**Inception date: July 2021**

**Review date: July 2022**



## Child First – Aspire – Challenge – Achieve

**Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.**

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"><li>• PE lessons have continued throughout the whole academic year. Children continued to have access to 2 hours of PE lessons each week.</li><li>• During the period of enforced closure, we provided healthy mind and body activities for children to participate in</li><li>• Despite being unable to offer after school clubs, each week age appropriate ideas were sent home for children to participate in at home.</li><li>• Mental health week took place, which included looking after our minds and ensuring we are aware of healthy choices</li><li>• Sports day took place in year groups as opposed to our usual event, however this was shared virtually without parents</li><li>• Lunchtime activities, whilst in year group bubbles, continued with the support of coaches</li><li>• All children on site during the enforced close, continued to access two hours of PE in school</li><li>• Sports coaches provided video challenges whilst the children were at home to encourage active participation in competition.</li></ul>	<ul style="list-style-type: none"><li>• Re-establish sports leaders at social times</li><li>• Training for lunchtime staff on engagement with the new equipment</li><li>• Reestablish both TSAT and MYG competitive sports engagement</li><li>• Training for new staff on the PE curriculum</li></ul>



- Skills videos were also sent home whilst the school was closed, to support the development of PE where possible
- Audit sports equipment and ensured that the new academic year is replenished to meet the needs of the curriculum
- Purchased lunchtime equipment for the children to have access, whilst in their bubbles to the full range of equipment the school has.

We did not carry forward any funding into the next academic year.

### 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 2021	74%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	55%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	70%
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/ <b>No</b>



## Action Plan and Budget Tracking

Academic Year: 2021/22		Total fund allocated: £ 36,790		Date Updated: 16.7.21	
<b>Key indicator 1: The engagement of all 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</b>					<b>Percentage of total allocation:</b> 50%
Intent	Implementation		Impact	Sustainability and suggested next steps:	
To use the Medway Howard School CPD package – training Yr 6 pupils as ‘play monitors’ so that breaks and lunchtimes are utilized for real SPORT, exercise and activity.  Increase the delivery of physical activities for pupils to ensure that they are undertaking 30 minutes of physical activity each day	15 pupils trained in a sustainable way. Leading play at breaks and lunchtimes	£320	Observations at playtime reveal increasing numbers of pupils meaningfully engaged in exercise and strategy thinking through sport	After Easter, current Year 6 sports leaders start to train up the new Year 5’s to transition them into their role.	
	Training for play leaders	£2500			
	Access to qualified sports specialists A range of clubs available at lunchtime and after school – both free ones and subsidized Resources purchased for break and lunchtime activities	£5000			
	Training for lunchtime staff	£1500	Sports lead monitoring  Lunchtime monitoring demonstrates improve engagement in activities	Play leaders to ensure that equipment is monitored and maintained  After initial training of play leaders, monitoring of lunch time and activities to be completed by sports lead	



<p>CPD at least 2 members of GCA staff trained to deliver swimming lessons (more if availability on course)</p>	<p>Each Year 4 class will attend weekly swimming lessons, for two full terms, throughout the school Year. Swimming instructors would be consistent as the teachers' children are taught by at GCA and can be tailored to follow our Thinking Schools approach to learning. It will also help to keep swimming lessons consistent, as we would not be as reliant on an outside provider.</p>	<p>£299 per person</p>	<p>Children exiting Year 4 will be competent swimmers. Pupil voice Interviews will reflect positively on these sessions.</p> <p>Teaching style and behaviour policy will be consistent with other subjects across school. Pupils will still receive high quality teaching of swimming.</p>	<p>Also, to complete monitoring of class engagement with fitness initiatives. Ensure this funding is in place every academic Year, to ensure all pupils who attend Year 4 at GCA will be competent swimmers.</p>
<p>PE coaches to provide each class with a quality P.E. session, weekly, throughout the school Year.</p>	<p>Children receive high quality PE provision. Teachers to shadow providers for CPD to increase their confidence, with a specific focus on ECT</p>	<p>£16,570</p>	<p>Pupil interviews to reflect on the enjoyment and engagement of PE sessions. Staff questionnaire to measure confidence in staff's delivery of PE.</p>	<p>More staff to receive this CPD if possible. Teacher interview and pupil interviews to ascertain success of this from their perspective. Observations of swimming lessons.</p>

<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>			<p><b>Percentage of total allocation: 6%</b></p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>	<p><b>Impact</b></p>	<p><b>Sustainability and suggested next steps:</b></p>



<p>Introduce termly House sports competitions (3 times a year). To foster school spirit and engagement with sports.</p>	<p>Timetable dedicated to celebrating sporting competition each term and share its importance as a subject with children. Medals for winning houses to increase pride in sporting activities.</p>	<p>£480 for each house to receive a medal once every full term.</p>	<p>Pupils enthused to take part in Sport and to raise money as part of a community event.</p>	<p>Sports quality mark evidence to start working towards these goals.</p>
<p>Attend all MYG competitions. To engage children in competition and foster a love of sports.</p>	<p>Carefully think about pupil selection for these events based on ability, sportsmanship and enthusiasm to have a holistic approach to the team selection. Consider giving specific PP places within this as it may be an opportunity they might not otherwise get. A range of adults take responsibility for this, focusing on one discipline each so that we as adults model that sport is important to all teachers.</p>	<p>Coach hire if needed otherwise free.</p>	<p>Children are proud to represent their school and encouraged to try hard in PE lessons and engage in clubs to get the opportunity to represent us at the MYG. Impact, where do we place at the competitions? Do we receive additional awards such as fair play award?</p>	<p>Use where we have ranked against other schools to set ourselves goals to improve in our PE lessons as well as goals of what we want to achieve in the next competition. Set ourselves goals of what we want to achieve at the MYG from this competition. Set goals for how want to place at the end of the year for the TSAT cup.</p>
<p>TSAT Cup Competitions. To engage children in competition and foster a love of sports.</p>	<p>To engage with schools within our trust and engage in a smaller competition. Build reputation as a trust of schools who recognize the importance of PE in schools.</p>	<p>Coach hire if needed or additional equipment to host if needed</p>	<p>Reflections from teachers about pupils at the events. Use as almost test match for the MYG to ensure team selection is appropriate and</p>	



		otherwise free.	adults running it feel confident in their coaching.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 14%
Intent	Implementation		Impact	Sustainability and suggested next steps:
<p>PE lessons taught by class teachers to be observed to audit staff confidence. Children are provided with high quality lessons. Enhance the quality of sports provision throughout the school with support from the specialist coaches</p> <p>Central planning and co-ordination towards achieving the School Games Award. Children have a broad provision of PE and sports competitions.</p>	<p>Set SMART targets to support development of staff teaching PE throughout the year. Staff to select specific workshops for sports they want to develop in.</p> <p>Sports specialists will be used throughout the year to top up skills through team teaching</p> <p>New equipment</p> <p>Work with Clare Moore HSSP to map out how the school can achieve its Silver School Games Award</p>	<p>Free- part of ML monitoring. HSSP offer specific courses £395 per workshop</p> <p>£2500</p> <p>£1000</p> <p>Free</p>	<p>A higher percentage of observed P.E. sessions will be graded good or outstanding and they will incorporate thinking skills. New staff receive appropriate training. Currently used P.E. planning could be adapted to specifically include think hats, maps, keys and habits of mind. Teacher surveys, monitoring and pupil conferencing</p> <p>Support in planning to ensure PE coordinator is on track to obtain the School Games Award</p>	<p>Audit of needs to be done in September and SMART targets set. ML and SLT termly monitoring.</p> <p>Planning in place for continued use</p> <p>Reviews towards award set by School Games Award and then achievement of the award at the end of the year.</p>



Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 20%
Intent	Implementation		Impact	Sustainability and suggested next steps:
<p>Wider range of free clubs offered by staff and APD to engage pupils in sport outside of PE lessons.</p> <p>Lunchtime club places offered to targeted group of children. To build social and physical skills to help them achieve their personal targets.</p> <p>Change 4 Life group to establish 12 children as ambassadors for healthy lifestyles and spread the initiative around the school.</p> <p>Use of breakfast club for early exercise for children to access</p>	<p>Offering opportunities that would likely otherwise not be available to some pupils at GCA</p> <p>Development of well-being team</p> <p>Sports coaches delivering after school provision</p> <p>PPM pupils targeted for invitations for this reason as well as SEND.</p> <p>PE provision is recognized as high quality and engaging for all pupils</p>	<p>Staff voluntary</p> <p>£2500</p> <p>£100 training of 12 pupils</p>	<p>Pupils attending and enjoying sessions and engaging in clubs outside of school too.</p> <p>Engagement monitoring</p> <p>SEND review to reflect on the targets for individual children that meant they needed to have this provision. In school review to reflect this too.</p> <p>Engagement in initiatives, whole school participation in Change 4 life events. Pupils will be able to explain what is needed in a healthy lifestyle when interviewed.</p>	<p>Pupil interview to monitor engagement and compare clubs attendance over the term. Change clubs appropriately to ensure pupil engagement.</p> <p>Review with Sports generation what impact has been towards achieving individual targets and set new ones accordingly.</p> <p>Group set calendar events throughout the year- teachers review how these can be adapted and continued to sustain their impact.</p>



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 10%
Intent	Implementation		Impact	Sustainability and suggested next steps:
Intra School Sport Competitions – SPORT profile raised in healthy competition and embedding of house system and Gordon values	Increased participation through house competitions	Prizes £325	Pupils attendance and enjoyment at events – newsletter coverage	Use where we have ranked against other schools to set ourselves goals to improve in our PE lessons as well as goals of what we want to achieve in the next competition. Set house challenges with intra school competitions.
Inter Trust Sporting events TSAT Cup	Events acting a bridge between PE curriculum and Medway Youth Games Events as well as building a reputation that the Trust supports sports.	£500 – transport costs to some events	Children are engaged and enthusiastic about sports. Children take up sports after school and join wider clubs.	
Medway Youth Games	Participation in MYG events raising profile of SPORT at GCA and creating sports teams	£500 – transport costs to some events	Children are engaged and enthusiastic about sports. Children take up sports after school and join wider clubs.	

### Agreed

<b>Headteacher:</b>	J. Murphy	<b>Governor:</b>	
<b>Date:</b>	18.07.2021	<b>Date:</b>	
<b>Subject leader:</b>	P. Wish		
<b>Date:</b>	18.07.2021		