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| **Academic Year:** 2021-22 | **Total fund allocated:** £17,800 | **Date Updated: 19.9.21** | |  |
| **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** | | | | Percentage of total allocation: |
| **0%**  **£0** |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear what you want the pupils to know and be able to do and about  what they need to learn and to  consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| All children to take part in a minimum of 30 active minutes during the school day on top of existing break and lunch times. | Continuation of the daily mile each day for all classes.  Staff CPD on the importance of 30 active minutes and ways/activities to encourage this within class. | N/A |  |  |
| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement  Schools must use the funding to make additional and sustainable improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should  use the Primary PE and Sport Premium to:  • Develop or add to the PESSPA activities that your school already offer  • Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years | | | | Percentage of total allocation: |
| **53%**  **£9395** |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear what you want the pupils to know and be able to do and about  what they need to learn and to  consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| Ensure all children have access to high quality PE lessons with appropriate equipment.  Increase opportunities for children to take part in school sport by reintroducing a range of sporting club opportunities.  Provide children with increased opportunities for ‘active’ break and lunch times.  **SDP: Pupils have access to a wide range of opportunities and a rich set of experiences** | KS1 and KS2 football clubs subsidised throughout the school year.  Build a sustained activity area for whole school children to ensure active movement at breaks and lunchtimes.  Tennis club across the whole school year for all years  Premier sports coach to offer engaging and alternative golden time PE sessions and an afterschool club for all classes over the school year 2550  Reintroduction of sports leaders with internal training on how to lead active games at break and lunch times.  Leaders to create a game pack to support others leading games in the future.  Purchase PE equipment to ensure resources are adequate for curriculum lessons and active playground activities led by sports leaders. | **Total: £600**  **Total: £2637**  **Total: £1365**  **Total: £2550.**  N/A  **Total: £2243** | School football club ran throughout the year.  First phase of the activity area developed and implemented on the school playground. Used at lunchtimes and for school sports day.  A variety of sporting activities were offered throughout the year for golden time.  Sports leaders reintroduced in year 6 and have taken a very active role across the whole school year, leading games and activities and assisting at the cross country competition and sports days.  PE coordinator attended a tennis course and received £250 additional tennis equipment for the school. New equipment purchased to ensure lessons could be taught effectively across the school. | Funding to be put towards a climbing frame in EYFS to ensure they can meet the early development goals. Or timetabled time on the activity area during the day.  Continue with sports leaders in year 6. Re-establish a ‘sports council’ so children have a voice to improve sporting opportunities across the school.  Audit and continue to monitor sports equipment. |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| **40%**  **£6975** |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| All children to have a clear understanding of learning intentions within a PE lesson.  All pupils to be able to understand how their skills are progressing with and across school years.  All children to have opportunities to practice skills and commit them to long term memory across the school year.  **SDP: Subject leaders have an effective knowledge of skills progress**  **SDP: Pupils will have a greater depth of knowledge and skills in subject learning.** | Staff to take part in CPD led by King Alfred’s PE specialist. Monday PM for the whole school year across all classes. A whole school learning focus on keeping children continuously active to make use of the PE time available in school.  Purchase Chris Quigley curriculum companion to support staff and PE coordinator to develop a clear skill progression across the school.  PE co-ordinator to work with staff to remap the PE curriculum across the school and ensure children are accessing a variety of sporting curriculum opportunities.  Sensory circuits training to happen for TAs in KS1 and KS2 led by SENCo.  Training for all teaching staff to support the teaching of swimming across the school. 7 x £40 qualifications. | **Total: £6500**  **Total: £195**  **N/A**  **N/A**  **Total: £280** | Upper key stage 2 teachers are more confident leading dance units to their respective classes.  Ultimate Frisbee has been taught and introduced as a sequence of lessons which can be taught to secure throwing and aiming skills.  CQ folder purchased and coordinator has explored ways to implement this across the curriculum. Long term over view has been created and policy updated in line with research reviews.  Sensory circuits took place in KS1 to support vulnerable children at the beginning of the day.  Children in KS2 all attended swimming sessions this year and qualified staff are able to attend with future classes. | Continue to work alongside KAs next year to support staff to adapt their sequences to a skills based practise.  Ensure new members of staff are supported by the trained member of staff by team teaching alongside him.  Staff meeting to introduce the new pedagogy and rationale for the teaching and sequencing of PE across the school.  TA training across the school to implement this across KS1 and KS2 to support the fundamental movements skills and movement development of children within the school.  Years 3, 4 and 5 are all swimming again next year.  Money will be allocated in year 6 and 5 to take any children at risk of not meeting national curriculum expectations in the summer term. |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| **0%**  **£0** |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| All children at Stockham to have the opportunities to take part in a variety of sporting clubs and activities across the school year.  A minimum of 75% of the least active population across the school to have taken part in.  At least 75% of year 3 and 4 to have taken part in an additional school club (identified as less active classes across Oxfordshire).  **SDP: Pupils have access to a wide range of opportunities and a rich set of experiences** | All classes to attend swimming lessons across the school year. Beginning with year 6. Additional ‘catch up’ sessions to be held for identified non swimming year 6 children in Term 6.  School to take part in a charity fitness event with a focus on aspirations and sport for healthy active lifestyles.  Sensory groups for Key stage 1 and 2 Terms 5 and 6 (12 sessions) | **N/A**  **N/A**  **Total: £660** | Children in KS2 all attended swimming sessions this year and qualified staff are able to attend with future classes.  The school raised over £1000 for the sporting charity and purchased new equipment for active lunchtimes with the money raised. The sporting role model was a wheelchair user raising awareness of Paralympic sports and tying in with our aspirations driver.  Sporting clubs this year have included: tennis, dodgeball, fencing, martial arts and football. | Years 3, 4 and 5 are all swimming again next year.  Money will be allocated in year 6 and 5 to take any children at risk of not meeting national curriculum expectations in the summer term.  More of a focus next year on mass participation and encouraging as many children as possible to attend a sporting club.  Increase the sporting clubs on offer (to pre-pandemic times) beginning with the reintroduction of a gymnastics and netball club. |

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| **Key indicator 5:** Increased participation in competitive sport (mass participation): | | | | Percentage of total allocation: |
| **7%**  **£1350** |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| All children to have taken part in a intra school competition.  As many children as possible to have taken part in an inter school competition In key stage 2.  60% of SEN and pupil premium children identified to take part in an interschool competition.  50% of least active pupils to have taken part in an inter school competition. | Tennis festival - summer term – whole school tennis festival (intra school competition) run by the local tennis club encouraging club links.  School to buy into level one sports partnership competitions.  Attend competitions held by school games organisers both at a level 1 and 2 level. Boccia, quad kids, archery, cross county, netball, football and tag rugby. | **Total: £350**  **Total: £1000**  **N/A** | All children in the school took part in the local tennis festival and received an invitation to attend a fun day at the local Wantage club.  Stockham attended, tag rugby, cross country, rounders, cricket, netball, swimming, boccia and quad kids competitions across various classes in KS2 and had varying levels of success. | Hold another festival next year continue the link with the local club.  Attend both local sporting competition partnerships next year to experience new and varying competitions (dodgeball handball) etc. Also to ensure more children have a chance to attend competitions – mass participation registers kept. |

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| **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. | 66.6% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 66.6% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 30% |
| 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? | No |

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| Key achievements to date until July 2022: | Areas for further improvement and baseline evidence of need: |
| Reintroduction of charity events.  Reintroduction of multiple sporting clubs across the school.  Attendance to so many sporting competitions and success when there (2nd place – tag rugby, netball. 1st place – swimming).  Hosting of sporting competitions – boccia, rounders, cross country.  Children all back attending swimming sessions in KS2. | Registers and monitoring for mass participation but at school clubs and competitions.  Curriculum development for staff and leaders.  EYFS – early development goal improvement.  Additional sessions to target non swimmers.  Broadening of club opportunities and re-establishing of club links where possible. |

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