

St Saviour's CE Primary School PE and Sport Premium Funding Report 2021- 22



# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool  
Revised July 2021

**Commissioned by**



Department for Education

**Created by**



association for Physical Education YOUTH SPORT TRUST

## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£17680
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17560
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17560

## Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p><b>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</b></p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</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.</p> <p>Please see note above</p>	100%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	74%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	92%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	No

## Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2021/22		Total fund allocated: £17,560		Date Updated: July 2022	
Key indicator 1: 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: 17%
Intent	Implementation		Impact		
School focus	Actions to achieve	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:		Sustainability and suggested next steps:
100% of pupils are engaged in at least 30 minutes of physical activity each day	<ul style="list-style-type: none"> <li>Review and replace equipment for use at playtimes</li> <li>Continue to run the Daily Mile</li> <li>Training for staff who do playground duties (break and lunch times)</li> <li>Opportunities for physical activity are exploited in other subjects e.g. using Active Maths resources</li> <li>'5 a day fitness' sessions used by staff</li> </ul>	£3000	<ul style="list-style-type: none"> <li>Pupils have a range of equipment to use at breaks</li> <li>Pupils are doing activities other than football at break/lunch</li> <li>Adults engaging with pupils at breaks</li> <li>Fewer behaviour issues at breaks</li> <li>Pupils report that they are active and feel positive about their levels of physical fitness</li> </ul>		<ul style="list-style-type: none"> <li>Further training for staff</li> <li>Investigate Sports leader programmes</li> </ul>
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 11%
Intent	Implementation		Impact		
School focus	Actions to achieve	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:		Sustainability and suggested next steps:

Pupils develop a lifelong interest in physical activity Pupils develop sportsmanship, perseverance and a healthy sense of competition	<ul style="list-style-type: none"> <li>Start working towards Silver Healthy schools award</li> <li>Maintain momentum in sustainable travel</li> <li>Whole school focus on mental health</li> </ul>	£2000	<ul style="list-style-type: none"> <li>Pupils are aware of the link between physical and mental health</li> <li>Pupils walk or scoot to school where possible</li> <li>Behaviour is good or better</li> </ul>	<ul style="list-style-type: none"> <li>Continue to teach pupils about the link between mental and physical health</li> </ul>
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>	Percentage of total allocation:
	43%

Intent	Implementation		Impact	
School focus	Actions to achieve	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 teachers feel confident when teaching PE and sport	<ul style="list-style-type: none"> <li>All teachers receive CPD through team teaching sessions with JL</li> <li>Support staff actively involved in PE sessions so that these games can be used during breaks</li> <li>JL to attend network meetings and other relevant training as needed throughout the year</li> </ul>	£7,500	<ul style="list-style-type: none"> <li>Pupils receive quality PE lessons from JL and their class teacher</li> <li>Progression in PE is clear and supports development of skill and strategy</li> </ul>	<ul style="list-style-type: none"> <li>Investigate potential updated schemes of work</li> <li>Join AfPE in 2022-23</li> <li>Updated PE health and safety book</li> <li>Jan Hickman CPD for all staff</li> </ul>

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>	Percentage of total allocation:
	12%

Intent	Implementation		Impact	
School focus	Actions to achieve:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<p>Develop provision in school through use of workshops, and out of school through clubs</p>	<ul style="list-style-type: none"> <li>• Dance teacher – range of dance taught beyond the NC</li> <li>• Bollywood dance workshop</li> <li>• Workshops and visits booked e.g. Forest School, Spirit of London cricket, multiskills</li> <li>• After school clubs have restarted (including basketball and judo)</li> </ul>	<p>£2060</p>	<ul style="list-style-type: none"> <li>• All pupils have taken part in at least one workshop/visit</li> <li>• Good take up of after school provision</li> </ul>	<ul style="list-style-type: none"> <li>• Survey pupils to ask what clubs they would like to have offered</li> <li>• Investigate opportunities for next year</li> <li>• Analyse club participation data</li> </ul>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				17%
Intent	Implementation		Impact	
School focus	Actions to achieve	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 pupils have had the opportunity to take part in competitive sport (either within school or outside)	<ul style="list-style-type: none"> <li>Plan and carry out Sports Day for the whole school at Paddington Rec</li> <li>Arrange for pupils to take part in competitions (arranged by Westminster and between classes/local schools)</li> </ul>	£3000	<ul style="list-style-type: none"> <li>All pupils took part in Sports Day</li> <li>JL list of pupils who have taken part in competitions</li> <li>Pupil feedback about the experience of taking part in competitions</li> </ul>	<ul style="list-style-type: none"> <li>Identify opportunities for next year</li> <li>Build on new links with local schools</li> </ul>

Signed off by	
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Subject Leader:	Libby Granite
Date:	22.7.22
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