



# Whittonstall First School Sports Premium Impact and Planning Document

July 2021

School year 2021 – 22

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Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESPA 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

There are 5 key indicators across which schools should demonstrate an improvement. This document will demonstrate how we review our provision and report our spend. The DfE encourages schools to use this template as a way of meeting the reporting requirements of the primary PE and sport Premium.

This is a reflection of the past year, the impact of provision and reviewing the previous spend. Under the Ofsted Schools Inspection Framework, inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively governors hold them to account for this.

The governor for Sports premium funding review is **Denise Kendel**

Reviews take place of this document at the beginning of each academic year to ensure we address needs of pupils for the new year.

This document will be revisited termly to ensure the current needs of pupils are met

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>Successful Forest school days for all children to year 2. Year 3 have regular forest days termly. Year 4 have complete a forestry leaders course and have been awarded status for this. This year we are introducing forest school weeks for KS2.</p> <p>School have trained up the forest school lead as a certified forest school trainer. This year forward we are able to support and train up neighbouring schools in the partnership as well as more staff in school to achieve level 3 status.</p> <p>School have developed provision in the school yard to ensure that the children have access to equipment and markings that encourage long term opportunities for physical fitness.</p> <p>Staff CPD has been a success – with staff (not ECT teacher employed this year) feeling more confident that their lessons are of a ‘good’ standard.</p> <p>Children.</p>	<p><b>Focus this year needs to be on:</b></p> <p><b>1.:Increasing school participation in competitive sports.</b> (key indicator 5) Due to events and restrictions of the last two years, this has been restricted to minimal virtual events. Outside of school, children have returned to competitive sports (including cricket, football and rugby) but inter-school events have been limited and restricted, which we feel gives them no opportunity to represent a team if not involved in an outside sport.</p> <p><b>2: Developing participation in a range of sports to encourage all children to develop their skills (non-traditional sports) (key indicator 4) – continuation from previous year due to Covid measures. This is to ensure children are given opportunities to try different sports to ensure that gender, cost and transport impacts are not key limiting factors to experiences. Although Whittonstall do not have high numbers of PP, the demographic of the school is a mix of rural and town based, therefore travel impacts participation.</b></p> <p><b>3. Developing parental knowledge of forest school.</b> (key indicator 1) As we are a rural school, there are many opportunities for families to explore the local area (woods, fields, meadows) We feel that by increasing parental knowledge of forest school through experience, and the development of a toddler group to encourage and instil experiences into younger siblings, therefore families, we hope to impact physical fitness levels of the children during weekends and holidays when no in school.</p>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school.	Not currently covered in first school
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	Not currently covered in first school
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Not currently covered in first school
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?	Yes/ <b>No</b>

## 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 students today and for the future.

Academic Year: 2021/22	Total fund allocated: £16700	Date Updated: Sep 2021 (review Jan 2021)		
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: 22% (£3600)
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Forest school lead is to run ‘toddler’ outdoor sessions for parents and carers of our children currently in school. This will develop parental involvement in the outdoors and establish routines and confidence for parents to help their children continue to explore outdoor life and therefore physical activity when not in school.</p> <p>Hold parents ‘forest school’ learning together session for adults to come and learn the principles and basics of forest school. This will encourage understanding and development of skills in a wider role in the children’s lives.</p> <p>Further embed the outdoor ethos with staff – ensure children are given outdoor lessons to complement their indoor class based learning.</p>	<p>Forest school lead and PE lead set up biweekly ‘toddler’ group outdoor sessions for autumn, spring and summer (review attendance and numbers Jan 2022)</p> <p>Outdoor lead to plan and deliver parental forest school sessions, 1 per term, with children.</p> <p>Newly certified forest school trainer to train TAs to further embed outdoor provision in school.</p>	<p>Supply cover for Forest School Teacher 3 x full days for training of staff. 9 whole days (1/2 day bi weekly) for toddler group. 1.5 days parent and child sessions. £2700</p> <p>TA supply cover 3 days x 3 £900</p>	<ul style="list-style-type: none"> <li></li> </ul>	

<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: 4 % (£600)
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
School focus will be on encouraging and sharing external opportunities related to sporting clubs in the area. Impact will show more children engaging in activities outside of school.	Set up a sports achievements board for outside activities. Celebrating success, building self-esteem links in assemblies weekly.  PE lead to invite sports bodies into school as well as local groups to encourage children to attend.	£600		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				15%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>The upskilling of new staff (ECT teacher) to ensure they are equipped to deliver high quality PE provision in school for children.</p> <p>Continue to develop staff knowledge with a focus on gymnastics training for staff. This was identified as an area for development of knowledge by staff, this will result in improved outcomes.</p> <p>Staff members to be encouraged to run a sports club linked to their own experiences to share knowledge and enthusiasm with children.</p>	<p>PE coach in school to team teach lessons with ECT teachers in school over the year.</p> <p>PE lead to explore options for gymnastics CPD. Book and organise.</p> <p>PE lead to have release time to monitor and develop own skills to disseminate to staff. PE audit to be completed and actions further to this developed.</p>	<p>£1000 for release time (supply costs) for courses to upskill PE lead/ audits/ staff training and team teaching.</p> <p>Gymnastic CPD - £1500 (3 teaching staff)</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 54 % (£9000)
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Deliver a wider range of skills based PE sessions to give children the knowledge to access a range of sports.	<p><b>New PE sports delivery team – NUFC Primary Stars programme.</b> PE lead to work carefully with the planning lead Alex Curran, to ensure that the children access a skills based curriculum, not the ‘sports’ based limited sports from previous provider.</p> <p>New sports experiences are to be booked and planned into the year by PE lead.</p>	£4500 for ½ day coaching from Primary stars programme.		
School to focus on allowing children to try new activities that they may not yet have encountered outside of school. Providing opportunities to explore new sports and skills.	During ‘healthy choices week’ Summer term, each class will visit an alternative sporting provision eg climbing wall. To be planned and reviewed re: covid in January.	£1500 for cover of sports in HC week. (£15 per child (70) + bus travel)		
School to provide an after school sports clubs for a variety of age groups. Specifically targeting a varied range of sports (yoga/fitness)	PE lead to organise a yearly overview of sports clubs run by TAs or bought in sports staff.	£3000 over the whole year.		



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6 %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Further develop the links with competitive sports in the TSSP. (This year dependent on restrictions)</p> <p>Specific sports events for Key stage 1 through new sports provider Primary Stars to allow children to travel to different areas.</p>	<p>PE leads to continue to organise teams and sessions to allow pupils to access the sports competitions in the area.</p> <p>PE lead to arrange extra coaching sessions after school (where needed) to provide opportunities to complete in inter-school competitions.</p>	<p>£1000 for transportation costs to and from events/extra training and resources.</p>		