

PE and sport premium spending 2021-22

Academic Year: 2021-22	Total fund allocated: £18,370	Date Updated: 19.9.21
-------------------------------	--------------------------------------	------------------------------

<p>Key indicator 1: 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</p>				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> • Implementation and resourcing of active lunchtime activities lead by Young sports leaders and lunchtime staff. • Promotion of skipping during lunchtime playtime. • Sensory circuits to develop gross motor skills for identified pupils. • Fiddly fingers to develop fine motor skills. 	<ul style="list-style-type: none"> • Young leaders training and meetings. • Lunchtime supervisors meetings • Regular monitoring and restocking of lunchtime equipment. • Purchasing of a school set of skipping ropes for use during play times. • Purchasing of equipment to facilitate sensory circuits for identified pupils. • Fiddly fingers timetabled and resourced 	<p>£500 lunchtimes equipment</p> <p>£350 skipping ropes</p> <p>£300 Sensory circuits</p> <p>£300 Fiddly fingers</p>	<ul style="list-style-type: none"> • Participation of children in lunchtime activities. • Improved gross motor skills of children attending sensory circuits. • Improved fine motor skills of children • Ready availability of equipment in PE lessons. 	<ul style="list-style-type: none"> • 2 year rolling program for skipping workshop. • Yearly training of Young sports leaders. • Continuation of sensory circuits throughout the year. • Continuation of fiddly fingers throughout the year.

<ul style="list-style-type: none"> • Linking with Sustans to promote active travelling to school. • Provision of high quality PE equipment for PE curriculum lessons. 	<ul style="list-style-type: none"> • Purchasing and maintaining of good quality PE resources 	£3.000		<ul style="list-style-type: none"> • Increased confidence demonstrated with cycling leading to an increased number of pupils cycling to school. • Yearly replenishing of resources.
---	---	--------	--	---

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> • Sensory circuits to develop gross motor skills for identified pupils. • Fiddly fingers to develop fine motor skills. 	<ul style="list-style-type: none"> • Purchasing of equipment to maintain sensory circuits initiative for identified pupils. 	<p>As above</p> <p>As above</p>	<ul style="list-style-type: none"> • Improved gross motor skills of children attending sensory circuits. Increased confidence to approach new 	<ul style="list-style-type: none"> • Continuation of sensory circuits throughout the year. Variation of resources purchased.

<ul style="list-style-type: none"> Multi cultural awareness. 	<ul style="list-style-type: none"> Fiddly fingers timetabled and resourced Cross curricular dance- A rolling program of Chinese new year and Diwali dancing. PE dance specialist comes into school to facilitate dance days. 	<p>£450</p>	<p>events in school life. A willingness to attempt new learning across the curriculum.</p> <ul style="list-style-type: none"> Improved fine motor skills of children. Improved pencil control reflected in improved writing. Improved manual dexterity with cutting and dressing. Increased multi-cultural awareness. 	<ul style="list-style-type: none"> Continuation of fiddly fingers throughout the year. Progressing to wonderful writers planning Rolling program of multi- cultural dance provision.

<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation:</p>
				<p>%</p>
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>

<ul style="list-style-type: none"> Teacher release time to allow staff to attend CPD. Specialist coaches offer CPD demonstration lessons for staff. 	<ul style="list-style-type: none"> CPD events run by School Sport Partnership Gymnastics, tennis, skipping, dance, cricket coaches offer demonstration sessions for teachers and children to attend. 	<p>£1000 (Also Redbourne buy back)</p> <p>£1000</p>	<p>Increased confidence of staff to teach high quality PE lessons.</p>	<p>Rolling program every 2 years to facilitate continuation of skills development.</p>
---	--	---	--	--

<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation:</p>
				<p>%</p>
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>Multi-cultural awareness.</p> <p>Tennis/gymnastics/street dance/cricket/football coaching days.</p>	<ul style="list-style-type: none"> Cross curricular dance- A rolling program of Chinese New Year and Diwali dancing. PE dance specialist comes into school to facilitate dance days. 	<p>As above</p>	<ul style="list-style-type: none"> Increased multi-cultural awareness. 	<ul style="list-style-type: none"> Rolling program every 2 years to facilitate continuation of skills development.

<p>Specialist coaches teach 6 weeks of cricket/football/tennis.</p> <p>Specialists teach gymnastics / basketball clubs.</p> <p>Staff provide extra-curricular clubs for dance/ maypole/ tag rugby/ football/ netball/ cheerleading/ cricket.</p> <p>Provision of clubs by external agencies to increase hours of extra-curricular activity provision.</p>	<ul style="list-style-type: none"> • Booking of specialist coaches. • Timetabling of clubs. • Booking of outside agencies and club specialists. 	<ul style="list-style-type: none"> • Part of Redbourne buy back. • Time • TBC 	<ul style="list-style-type: none"> • Increased confidence and skills level of children within the respective sports. • Enjoyment and skills within clubs. • To counteract inactivity during Lockdown. To enable physical education, catch up learning. 	<ul style="list-style-type: none"> • Rolling annual program. • Maintained annual provision. • Rolling annual provision
---	--	--	---	---

<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation:</p>
				<p>%</p>
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>

<ul style="list-style-type: none"> • Provision of intra school competition. • Provision of inter school competitions at local and regional level. 	<ul style="list-style-type: none"> • All-inclusive sports day for key stages 1 and 2. • All-inclusive sports day for Reception and Nursery. • Redbourne Schools Sports Partnership organise competitions in the following – netball, football, cricket, athletics, swimming, tennis, table tennis, multi skills, quad kids, transition. • Other clubs provide regional competitions in cheerleading. 	<p>£100 for restocking equipment</p> <p>£2900 for Redbourne SSP</p>	<ul style="list-style-type: none"> • Photos and newsletter • Photos, newsletters, pupil feedback. 	<ul style="list-style-type: none"> • Annual events. • Annual buy back. • Annual participation in cheerleading competitions for the last 8 years.
---	--	---	---	---