Academic Year 2021-2022





Evidencing the impact of the PE and Sport Premium

The government is providing funding to maintained primary schools and academies that is specifically targeted at improving the provision of physical education (PE) and sport.

The premium must be used to fund additional and sustainable improvements to the provision of PE and sport, for the benefit of primary-aged pupils, in the 2019 to 2020 academic year, to encourage the development of healthy,   
active lifestyles.

Below is a breakdown of:

• how much funding Horton Grange Primary School received

• a full breakdown of how we’ve spent the funding or will spend the funding

• the effect of the premium on pupils’ PE and sport participation and attainment

• how we will make sure these improvements are sustainable

Horton Grange Primary School Funding:

No. eligible pupils: 528  
Funding rate: £16,000 plus £10 per pupil   
Total amount received: £21,280

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.

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| Key achievements to date until July 2021: | Areas for further improvement and baseline evidence of need: |
| At Horton Grange we provide lots of opportunities for children to be active for at least 30 minutes daily. All children in school have 45 minutes of outdoor time daily. The children in early years and KS1 actively take part in physical activity during this time including: playing football, running games and playing on the climbing frame. We have used the sports premium funding to provide resources such as: skipping ropes, balance boards and a variety of bats and balls for the children to play with outdoors. The children in KS1 and KS2 have 2 hours of timetabled PE, weekly. All teachers in school are aware of how important it is for the children to have brain breaks in their classes and allow the children to take part in a guided dance or movement clip for 3-5 minutes in the afternoon using ‘Gonoodle’ or ‘Just Dance’. We have implemented active indoor play breaks across school using ‘Joe Wicks’ fitness videos. The children enjoy following the training videos by Joe Wicks and therefore the participation is strong.  The teaching staff have good subject knowledge needed for the planning and delivering of PE. Our school has bespoke, non-negotiables (which link to the national curriculum) which are very clear in the teaching of the skills needed and the progression expected for PE. This is then broken down on a long-term plan followed by all teaching staff in school to ensure a breadth of coverage but also building on the skills they have already learned. In the past we have used the PE sports premium to provide external coaches to team teach with the staff to raise confidence and give the staff the experience needed to deliver high quality PE lessons which is sustainable for future years. We have previously used the sports premium to enable the PE co-ordinator to attend the Yorkshire sport Level 5 & Level 6 certificate in Primary School Physical Education Specialism and Leadership to further develop the impact of subject leadership to support curriculum development and provision.    Children in KS2 have been taking part in sports competitions across the Exceed group which includes schools in our MAT. These run throughout the academic year. This has allowed the children to participate in team games such as: Football, Netball, Hockey and Cricket. We have also introduced intra school competitions across school where children play other classes in the year group at the end of their PE unit. The teachers organise a mini tournament each half term against the other classes in the year group to develop sportsmanship and increase participation in lessons.  We have used the walking to school initiative to encourage children to walk to school which in turn they received points and badges.  Training has been provided for lunchtime supervisors and lunchtime buddies to encourage physical activities during lunch times. This will be built on again this year investing in time to do this and providing the resources that the children would like to participate with at play times.  As a school we offer a range of clubs that promote healthy living and physical activity for all children from Reception to Year 6. We will continue to monitor these registers to ensure that they are well attended and that everyone has had the opportunity.  We have implemented outdoor and adventurous activity challenges throughout the school day including orienteering to develop the children’s problem-solving skills. | To continue to develop a skills-based approach to all physical education lessons across school in response to the needs of the children.  To further improve additional provision for swimming. We will be putting provision in place to provide children with swimming lessons who do not reach the national curriculum requirements for swimming and water safety.  To enhance our extracurricular activities including after school clubs and sports competitions. |

Did you carry forward an underspend from 2020-21 academic year into the current academic year? YES

**Total amount carried forward from 2020/2021 £ 9,673**

**+ Total amount for this academic year 2021/2022 £ 21,280**

**= Total to be spent by 31st July 2022 £ 30,953**

The children at Horton Grange Primary School go swimming in Year 3.

In our 21/22 Year 6 cohort:

**92 children in Y6 Cohort**

**4 children in our Y6 cohort did not go swimming at Horton Grange.  
88 children attended swimming in year 3 at our school.**

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| Meeting national curriculum requirements for swimming and water safety.  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 transfer to the pool when school swimming restarts.  **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.** |  |
| 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.  Please see note above. | 30% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?  Please see note above. | 18% |
| **What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?** | 7% |
| 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? | We are trying to book an additional swimming slot with our local council but there is no availability for this at the moment. Local swimming service are not able to support additional slots at present. |

**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.

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| **Academic Year:** 2021/22 | **Total fund allocated:** £ 21,280 | **Date Updated:** 29.06.2021 | |  |
| **Key indicator 1:** The engagement of all 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: |
|  |
| **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: |
| Children to be engaged in more physically assertive play to build stamina and physical health. | 2 additional spaces have been developed which includes a bike track and a running track. This allows the vast majority of children in school to access areas that lend themselves to more exertive exercise. | £18516 | M&E at lunchtimes and playtimes have shown an increased amount of exertive exercise with staff running track competitions and EY children using bikes to traverse uneven services on a track, including a hill to increase stamina. | Now the additional spaces have been created they can be maintained through capital spending where any wear and tear occurs.  Next steps are to develop another space with gym equipment for KS2 children. |
| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
|  |
| **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: |
| To deliver a range of after school clubs to targeted children with a variety of needs. | Each year group will have the opportunity to take part in an after -school sports club. We will hire coaches from Bradford City to deliver 2 after school clubs a week as well as staff members delivering sports clubs themselves.  A set of bikes have been bought to begin a cycle proficiency club, as well as training for staff. | £5800  £3283.33 | Children’s footballing skills have improved and this is consolidated during playtime and lunchtime free flow play.  A football team was assembled and played against other schools.  Once trained, staff will be able to run a cycle club. Children will be able to bring their own bikes, with enough school bikes for those who cannot afford a bike. | Bradford City to continue to deliver extra-curricular football clubs with a member of staff.  Further skilled professionals to run extra-curricular clubs to upskill staff. For example, we are looking at a boxing club, Cricket club and Archery club. These all have access to local and national competitions which children will be able to access. As staff become more confident and skilled in different areas, they will be able to then manage the clubs themselves.  Once bikes are built and staff are trained, maintenance of bikes will come out of capital spend. |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
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| **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: |  |  |  |  |
| Children will receive a high-quality teaching and learning to enable them to develop skills of a high standard. | Jasmine Real PE staff delivered further training and supported staff in teaching lessons. | £2200 | Children are focussing on developing skills across the PE curriculum. For example, understanding how balance and co-ordination in gymnastics, supports dribbling skills in football. | Staff skills are being built upon year by year. However, we need to consider movement of staff and new staff. For example, we have 8 new ECTs starting with us this academic year, they will need to be supported in lessons with modelled sessions and per teaching. |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
|  |
| **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: |  |  |  |  |
| Children to take part in orienteering and develop skills and knowledge of this. | All staff trained in orienteering skills. Resources for this were previously ordered but training had to be postponed due to Covid. | £1000 | All staff much more confident in delivery of orienteering. Children aware of tags around school and what they mean. | Now training and resources are in place, this can be maintained through capital funding.  All new staff will need training on this which can now be delivered in school. |

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| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation: |
| 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: |  |  |  |  |
| As Covid rules relax, more children to be exposed to and partake in external competitive tournaments. | Year 5 children took part in external football tournament | £200 | Children participated in external sport competition | Further time to be allocated to PE co-ord to meet with schools in the academy trust and other external agencies to develop annual timetable for re-introduction of tournaments, including updated risk assessments due to covid restrictions in place. Once in place and up and running, this can happen on a yearly basis. |

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| Signed off by | |
| Head Teacher: |  |
| Date: | 26.7.22 |
| Subject Leader: | Amy-Rose Bedford |
| Date: |  |
| Governor: | Text  Description automatically generated |
| Date: | 26.7.22 |