

# Greenvale Primary School

## Evidencing the use of the PE and Sport Premium funding

The Department of Education's vision for the Primary PE and sport premium:

The [Education Inspection Framework](#) makes clear there will be a focus on

**'whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school'**

### 2021 – 2022 action plan

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity offer (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
- The Primary PE and sport premium should not be used to fund capital spend projects; the school's budget should fund these.

#### Funds allocated to school:

Total amount carried over from 2019/20	£ 0
Total amount allocated for 2020/21	£17179
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 0
Total amount allocated for 2021/22	£ 17160
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17160

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<p>Pupils fully engaged and enthused about PE and active learning – in spite of the pandemic, children achieved at expected rate</p> <p>Pupils engaged at break times with a range of equipment facilitated by adults</p> <p>They continue to be motivated to engage in a physically active lifestyle</p> <p>Pupils are using learnt skills at playtime and to engage in friendship time through support of lunchtime coaches</p>	<p>PE Scheme of Work for teachers to use, building upon last year's CPD for games and gymnastics.</p> <p>Develop dance CPD for all staff.</p> <p>Ensure support across whole school for all teachers, not just one year group.</p> <p>Develop opportunities for engaging with 'out of school' activities.</p> <p>Planned units to be taught around gaps in physical development through effective assessment.</p>

<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 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>N/A – no KS2 pupils</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. Please see note above.</p>	<p>N/A – no KS2 pupils</p>
<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>	<p>N/A – no KS2 pupils</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>N/A – no KS2 pupils</p>
<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>	<p>No</p>

## PE and Sport Premium Action Plan

**Subject Leader: Lisa Powlesland**

**Year: 2021-22**

Academic Year:	Total Fund allocated:	Date update:		
<b>Key indicator 1:</b> 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:
				£7975 46%
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?	
Pupils to engage in high quality PE lessons during curriculum time in addition to: Daily active break time Daily active lunch time Daily active maths lessons Day of sport	*Activity tracking system in place reviewed termly in order to identify targeted pupils *Review of activity levels within lessons eg Active Maths *Lunchtime playleaders will engage with pupils using a range of equipment and scheme of work units Sports day for whole school	GREENACRE MEMBERSHIP <b>£550</b> ACTIVALL BOARD <b>£ 7050</b> GREENACRE SPORTS DAY PACKAGE <b>£ 375</b>	<i>Dec 21:Activall board receives regular use – less incidents of behaviour outbreaks at lunchtime</i>	Curriculum assessment is becoming further embedded into the school day. Pupils display high motivation and excitement for active learning. <b>Next steps</b> are to carry out a pupil voice survey <i>June 22 – review SoW units for playground</i>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				£3265 19%
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?	
Termly planning developed to ensure there is a focused progression of skills.	Scheme of Work purchased to enable teachers to deliver progression of skills effectively. Subject Lead to monitor lessons.	GREENACRE SOW £1000	<i>Dec 21: OTrack outcomes reflect ARE for all pupils. Mar 22: informed assessments evidenced through planning scrutiny and lesson obs. May 22: first mindmaps reflect progression of knowledge relating to specific skills vocabulary.</i>	Lessons will be relevant and linked to curriculum for children to access for learning new skills. <b>Next steps</b> T5 and T6 – Pupil voice mindmaps for skills assessment
Website/notice board / out of school celebration board updated regularly to enable pupils to share/reflect/celebrate PE activities with their families and community – sense of pride / achievement	Website to include updated action plan, curriculum and any activities such as sports day Notice board/celebrations board to highlight key activities to provide visual cues and celebrations Newsletters highlight PE profile/successes, including out of school achievements.		<i>Dec 21: Several pupils have brought in dance/gym trophies. Mar 22: increased % of out of school celebrations since Sept</i>	Website systems are in place and form part of the ongoing maintenance. <b>Next steps</b> include pupil/parent voice opinions <b>Mar 22: share successes via newsletter on regular basis</b>
Equipment to enable focus activities for break and	Equipment to develop core stability and balance	£2265	<i>Dec 21: balance equipment provided in playground – TAs report</i>	Pupils will develop core stability, balance and

lunch times and outside learning time			<p>high levels of engagement – PE lead to monitor sustainability and promotion in T3</p> <p><b>May 22:</b> equipment audit and rotation to support PE curriculum – pupils able to practice taught and developing skills.</p>	<p>independence</p> <p><b>Next steps</b> maintenance and review of pupils needs</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£4086 24%
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>		<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	
<p>Ensure continuing development through learning observations</p>	<p>Teaching staff to use Dance lessons as a CPD opportunity via 'Right Step Dance' company. Teaching staff to build a bank of activities to use in their own lessons Staff audit review of CPD needs &amp; Greenacre staff to work with EYFS teachers to train and ensure they are confident at delivering core strength skills.</p>	<p>RIGHT STEP DANCE CPD <b>£1344</b></p> <p>RIGHT STEP DANCE topic week <b>£192</b></p> <p>GREENACRE BALANCEABILITY <b>£800</b></p>	<p><b>Dec 21:</b> dance session reported as working well when teacher assists with behaviour – dance club to be style focused based upon needs from T2 lessons.</p>	<p>Staff use sessions taught by Dance specialist as an opportunity to upskill their own knowledge and practice. <b>Next steps</b> Ongoing PE CPD this an embedded annual programme <b>May 22:</b> Staff feedback indicates continuation of Dance CPD next year as external teacher of benefit. To also include Nursery pupils.</p>

Tracking of assessment of individual pupils	Staff to track assessment termly and provide subject lead with summary at the end of each term Subject lead tracks outcomes of individual children and highlights areas for support		<i>Mar 22: data on system is behind attainment, though teachers have the paper copies – Ts need to add data termly to ensure progressive focused teaching can happen. SL observations confirm accuracy of judgements</i>	This forms part of the assessment procedures carried out by staff each term <b>Next steps</b> will be to ensure rigorous moderation continues for PE to ensure successful skills progression
Ensure continuing development through CPD	Training for staff to deliver Yoga for schools – for well-being, anxiety and core stability	THE YOGA FACTORY SDD <b>£1750</b>	<b>Feb 22:</b> PV during behaviour support sessions indicates children are aware of benefits from yoga. All children receiving weekly input.	Staff use sessions as opportunity to upskill their own knowledge and practice. <b>Next steps</b> Ongoing PE CPD the is an embedded annual programme



<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				<b>£663</b> <b>4%</b>
<b>Intent</b>	<b>Implementation</b>	<b>Funding allocated:</b>	<b>Impact</b>	<b>Sustainability and suggested next steps:</b>
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:		<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?</b>	
Improving the well-being of pupils, teachers and families	Implementation of 'kids love yoga online'	<b>£135</b>		School to ensure that staff are able to learn and deliver yoga to continue the range of

Supporting social and emotional development for the whole school community Building Teacher Confidence in delivering Yoga lessons				different opportunities offered to the pupils <b>Next steps</b> review subscription
	Activall board	<b>ALREADY FACTORED ABOVE</b>	<i>Dec 21: High levels of engagement at Breakfast Club</i>	
Balance-ability for Reception pupils for a term to help develop co-ordination and motor skills	Staff to monitor pupils gross motor skills development	<b>ALREADY FACTORED ABOVE</b>	<b>Jan 22:</b>	<b>Next Steps:</b> <b>Continue program for T2 2022</b>
Active clubs to increase pupils opportunities to participate in a range /variety of activities	Organise dance club for pupils to experience a range of different opportunities. To follow the term of specialist teaching in school.	<i>RIGHT STEP AFTER SCHOOL CLUB</i> <b>£528</b>		School to ensure that staff are able to learn and deliver clubs to continue the range of different opportunities offered to the pupils <b>Next steps</b> subject to ensure that Medway sports train staff

<b>Key indicator 5: Increased participation in competitive sport</b>				<b>Percentage of total allocation:</b>
				%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
Your school focus should be clear: what you want the pupils to	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can	Sustainability and suggested next steps:



know and be able to do and about what they need to learn and to consolidate through practice:			they now do? What has changed?	
Increase participation in local Inter school challenges	Inter school competitions offered by Greenacre Sports Partnership to be offered to KS1 pupils.	<b>ALREADY FACTORED ABOVE</b>	<i>Dec 21:regular updates sent home regarding community activity.</i>	<b>May 22: Develop transport links with other schools to better access partnership events.</b>
Increase links with local clubs to continue sporting activity	Promote attendance at local clubs in the community Strengthen links with local clubs and run taster sessions each term and signpost via the website			Maintenance of celebrations wall and listening to pupil voice will form part of the strategy to ensure physical activity remains prominent within the school. <b>Next Steps</b> include approaching other local clubs to visit for taster sessions

<b>Signed off by Head Teacher: 15.7.22</b>	<b>Signed off by Subject Lead: 15.7.22</b>	<b>Signed off by Governor: 15.7.22</b>
		G.Zeulie