



# Sports Premium Funding Report 2020/2021



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:
<ul style="list-style-type: none"> <li>● All children have 2 hours of timetabled PE per week.</li> <li>● The Scheme of Work Primary PE Passport has been purchased and introduced during this academic year. The impact thus far has been that staff feel supported in their delivery of lessons due to the planning and video resources.</li> <li>● The Mile A Day is now an established part of our curriculum</li> <li>● CPD programme with external provider is having a positive impact on the quality and enjoyment of PE within the school (Premier Sports). This CPD for staff was focussed on skill development within a specific sport – tag Rugby – which was identified within the PE action plan</li> <li>● The employment of Sporty Stars at lunchtime has ensured that our KS2 children participate in an ‘active’ playtime and that behaviour is managed through engagement and participation.</li> <li>● Sport Stars have also been running additional support for targeted groups of children to support their acquisition and application and sportsmanship and Learning Powers within PE. In addition, Play Leaders and Sports Captains have received additional training.</li> <li>● A focus on supporting upper KS2 remain within sport has been supported and targeted through employment of Sporty Stars.</li> <li>● During the Covid pandemic we have been unable to run a full range of clubs. During the Summer Term external providers provided;             <ul style="list-style-type: none"> <li>○ Football (Exeter City and Premier Sports)</li> <li>○ Cricket</li> <li>○ Dodgeball</li> <li>○ Multisports</li> <li>○ Ball games</li> </ul> </li> <li>● Children have a positive attitude to sports and physical activity with...             <ul style="list-style-type: none"> <li>○ Increased physical activity during lessons.</li> <li>○ Introduction of KS1 Active Playtime.</li> <li>○ Training of lunchtime play leaders has led to fewer incidents at lunchtimes and greater exposure skills development across Key Stage 1 and 2.</li> </ul> </li> <li>● The schools highly attended running club has been able to re-start during the Summer Term, alternating between KS1 and KS2 each week</li> <li>● A Running Club challenge was set during the remote learning period to keep children engaged and focussed on staying active. In addition, PE and Well-being remained a core aspect of the Wider Curriculum topic work.</li> <li>● Years 3 – 6 were able to partake in weekly swimming during the Summer Term, including the introduction of Life Saving for Years 5 and 6, due to the locality of the school.</li> </ul>	<ul style="list-style-type: none"> <li>● Children to have increased opportunities for inter and intra-school competitions.</li> <li>● Increase KS1 participation in inter-school competitions.</li> <li>● Continue to develop staffs use of the SOW (Primary PE Passport) to ensure that it is used in its entirety – including assessment and evidence</li> <li>● Develop a system of assessment to improve quality of both teaching and learning through using Primary PE Passport to monitor this</li> <li>● Ensure 100% of children continue to reach National Expectation for swimming at KS2.</li> <li>● Raise profile of PE and sporting achievements within the school.</li> <li>● Improve the health and well-being of pupils across the school.</li> <li>● Increase opportunities for active learning across the curriculum.</li> <li>● Introduce structures play zones for lunch times, including training MTA’s to lead Play activities - using the sports coach to facilitate this</li> <li>● Develop a Play Leaders System so that KS2 children are able to lead lunchtime sessions for KS1</li> <li>● Continue to develop links with the wider Sporting community, including local clubs and providers</li> </ul>

- A large chunk of the Sports Premium Funding has been used to purchase new equipment for PE but also playground development to promote active playtimes
- The PE storage has been relocated and improved to ensure it is stored appropriately and remains looked after

Due to the COVID19 impact, the following targets/expectations were planned for but not completed;

- 100% of KS1 children will compete in at least one sporting event by the end of the year.
- 100% of KS2 pupils will compete in at least one sporting event by the end of the year.

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	All but 1 child could swim 25metres

primary school.	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	All but 3 children could display the 3 different strokes.
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	All but 3 children performed safety survival skills.
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?	N/A

## 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.

<b>Academic Year:</b> 2020/21	<b>Total fund allocated:</b> £17,750 Underspend from financial year 2019-20 (due to Covid) £10, 341. Total amount in SP Account; <b>£28,091</b>	<b>Date Updated:</b> 09/09/21		
<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: 15% £4114
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Deployment of an external providers (Premier Sports and Sporty Stars) to increase children’s activity levels at lunch time, reduce incident rate and upskill Meal Time Assistants to lead sessions</li> <li>Identified children are partaking in specific sporting provision to develop their understanding of game play, Learning Powers and Sportsmanship</li> </ul>	<ul style="list-style-type: none"> <li>Sam Chesterfield and Danny Lewis to run a variety of activities across KS1 and KS2 playgrounds Monday - Friday</li> <li>Train leaders in a variety of skill based activities – training externally and with sports coach.</li> <li>Improved attitudes towards game play and turn taking at lunchtime, able to negotiate situations in the absence of an adult</li> </ul>	<p>Premier Sports;          £797 per term          £1594 two terms in school          (2 lunchtimes a week, £25 per session)</p> <p>Sporty Stars;          £2520 per term          Only summer term in school          (3 sessions per week, £50 per session)</p> <p><i>Included within Sporty Stars costing above</i></p>	<ul style="list-style-type: none"> <li>Reduced incident rate at lunchtime – more positive lunchtimes.</li> <li>Increased opportunity for skills based activities.</li> <li>Increased opportunity for ‘personal challenges’.</li> <li>Wider range of sports being taught at lunchtime, including an element of competition</li> <li>Increased physical activity levels for all classes</li> <li>Decrease in lunch time and break time incidents as a result of sports related play</li> <li>Children have shown growth in</li> </ul>	<ul style="list-style-type: none"> <li>Continued discussions with MTAs and play leaders to improve organisation of a variety of activities – playground zones.</li> <li>Increased opportunities for play leaders/sports leaders and MTA training.</li> <li>Long term structure to be built in for the training and appointment of new play leaders using resources and skills learnt at training sessions.</li> </ul>

<ul style="list-style-type: none"> <li>• FunFit Intervention Programme taking place to support specific children in their early gross movement development</li> <li>• Ensure identified children are undertaking at least 30 minutes per day of additional activity within the daily timetable.</li> <li>• Increased opportunities for children at all levels to participate in regular sporting activities.</li> </ul>	<ul style="list-style-type: none"> <li>○ Sam Chesterfield to run this programme every half term with identified children within FSU and KS1</li> <li>○ The children partake in the Daily Mile, at least 3 times a week.</li> <li>○ Continued collaboration with Bikeability across KS1 and KS2 to build pupils' proficiency in cycling.</li> <li>○ introduction of Balance Bikeability for EYFS</li> <li>○ Increase the range of extra-curricular clubs</li> <li>○ Change the times of such clubs so that they are within the school day</li> <li>○ Ask for children's feedback - what clubs do they want on offer?</li> <li>○ Advertise both school and external sporting events to encourage children to participate</li> <li>○ Letter to parents regarding PE kit</li> </ul>	<p><i>Included within Premier Sports Coaching costs below</i></p> <p>N/A</p> <p>N/A</p>	<p>their acquisition of specific Learning Powers relating specifically to collaboration, communication and a team mentality</p> <ul style="list-style-type: none"> <li>○ Classes have shown an increase in activity during their day, due to the Daily Mile initiative in conjunction with Running Club during the Spring and Summer terms</li> <li>○ Increased fitness levels with children showing progress over time</li> <li>○ Due to COVID Bikeability was unable to take place</li> <li>○ Due to COVID only a small number of Clubs were able to take place during the Summer term. These were external clubs but ranged in sports and year groups.</li> <li>○ Advertisements for local sports and providers has been shared. A local Cricket Coach ran a programme for upper KS2 during the Summer Term to promote this.</li> <li>○ Children now attend school in their PE kit to prevent lack of attendance. This has resulted in all children attending all PE lessons.</li> </ul>	<ul style="list-style-type: none"> <li>○ Continue to develop relationship with PTA and staff as running club continues to grow.</li> <li>○ Develop relationships with local sports providers. For example, Topsham Cricket Club, Exeter Chiefs Rugby and what they can offer us in terms of enrichment</li> <li>○ Ensure the Daily Mile is tracked and celebrated in school included 'Most Miles' and 'Most improved'</li> <li>○ Increase number of 'Least Active' pupils participating in inter-school competitions.</li> <li>○ Have sets of spare PE kits in school, in case they do not arrive in this - no opt out</li> <li>○ Letters sent home to parents if PE kit is not in school - recorded on CPOMS. Parents contacted if this continues to remain a concern.</li> <li>○ Funding towards PP children's PE kits</li> <li>○ Actively seek local competitions and events and share this on notice board</li> <li>○ Interschool competitions if Covid continues to prevent external competitions</li> </ul>
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	<ul style="list-style-type: none"><li>○ Use the PE display board to raise the profile</li><li>○ Share local clubs details in the newsletter</li></ul>		<p>6. Impact has been that the children continue to play cricket as part of their lunchtimes and many have reported they have joined the local club.</p> <ul style="list-style-type: none"><li>○ Local club details shared in weekly newsletter</li></ul>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total:
				21% £5830.80
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"> <li>Continued focus on up-skilling staff through collaboration with other teachers and external providers. This improves the quality of teaching and therefore the progress and achievement of pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Sports coach employed by the school in order to improve the quality of PE teaching in the school.</li> <li>School coach to model high-quality teaching, team teach with teacher and then observe teacher, giving feedback on lesson.</li> </ul>	<p>£5304 (2 terms) – sports coach salary (two afternoons per week, 6 weeks per half term)</p>	<ul style="list-style-type: none"> <li>Teachers and TAs show better subject knowledge and are confident to take a more active role in PE teaching.</li> <li>Increased confidence for subject leader with both leadership and knowledge of the curriculum and how to apply it – this has allowed detailed conversations with other staff members.</li> <li>Sports coach giving feedback to staff about teaching ensuring a focus on high-quality teaching and knowledge of skills-based activities.</li> <li>Subsequently, students skills and knowledge have increased significantly leading to higher attainment across a range of sports by the end of KS2.</li> <li>Pupils enjoyment of PE has increased.</li> <li>Pupils are confident and willing to try new sports and activities due to the confidence of the staff.</li> <li>Staff CPD has been focussed on one sport for the whole term – this sport was identified as the key ‘area for development’ when staff completed a questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>Build opportunities to work with River Exe Learning Partnership to build CPD opportunities.</li> <li>Arrange team teaching with other classes.</li> <li>Subject leader to identify any staff still needing further support and provide appropriate CPD.</li> <li>Establish staff confidence/skills knowledge for each sport - target CPD based on the response to this.</li> <li>Training for MTAs to build confidence at playtimes - this will be a huge focus for next year.</li> </ul>
<ul style="list-style-type: none"> <li>Buying a new scheme of PE learning</li> </ul>	<ul style="list-style-type: none"> <li>PE teaching is consistent and</li> </ul>	<p>£526.80 to renew</p>	<ul style="list-style-type: none"> <li>Many staff have reported a</li> </ul>	<ul style="list-style-type: none"> <li>Training for all staff with</li> </ul>

<p>to support all staff in delivering PE lessons. This scheme is consistent and so all staff are able to assess and monitor progress and attainment across year groups.</p>	<p>high quality</p> <ul style="list-style-type: none"> <li>● Teachers feel confident in delivering a range of sports and skills</li> <li>● Staff are able to track and monitor children's progress in PE</li> <li>● We see a clear IMPACT on children's skill development</li> <li>● There is an IMPACT on staff confidence - this is monitored through impact reports</li> </ul>	<p>SoW</p>	<p>positive impact on their delivery PE as a result of the Scheme of Work. This includes skills development and knowledge of the sport.</p> <ul style="list-style-type: none"> <li>○ Some staff have trialled using the evidence and outcomes element of the SOW</li> <li>○ Due to Covid the LTP had to be altered multiple times and therefore a number of sport specific skills have not been taught</li> </ul>	<p>how to use all elements of the SOW and app and clear expectations of what should be complete be unit.</p> <ul style="list-style-type: none"> <li>○ Children complete the self-assessment tool at the end of each unit</li> <li>○ LTP prepared in readiness for the academic year reflecting the key areas of development due to lockdown/remote learning impact</li> </ul>
<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>				<p>Percentage of total allocation: 56% £15,722.62</p>
<p><b>School focus with clarity on intended impact on pupils:</b></p>	<p><b>Actions to achieve:</b></p>	<p><b>Funding allocated:</b></p>	<p><b>Evidence and impact:</b></p>	<p><b>Sustainability and suggested next steps:</b></p>
<ul style="list-style-type: none"> <li>● School to continue to offer a wide range of activities within the curriculum and allocated PE time.</li> <li>● School to offer a wider range of activities outside of PE time such as after school</li> </ul>	<ul style="list-style-type: none"> <li>○ Continued CPD with sports coach to upskill teachers across a range of new sports and activities. Changes made to the curriculum plan to ensure that the areas of PE that staff were 'less confident' in delivering, were those supported by Sports Coach.</li> <li>○ Changes to Sports Coach timetable to teach 4 year groups per half term, rotating so that each year group had 3 half terms with him.</li> <li>○ Enrichment programmes run by sports coach for identified children.</li> <li>○ Extend extra-curricular clubs that the school offers.</li> </ul>	<p><i>Costing as above linked to Premier Sports Coach</i></p> <p>N/A</p>	<ul style="list-style-type: none"> <li>○ Pupils show a greater enjoyment of PE.</li> <li>○ Pupils have a higher attainment in PE and skills based activities.</li> <li>○ Improved behaviour.</li> <li>○ Quality of PE teaching has improved due to CPD and coaching</li> <li>○ Unfortunately due to Covid clubs have not been able to take place this year, until the</li> </ul>	<ul style="list-style-type: none"> <li>○ Up skilling of MTA's at lunchtime (linked to target above)</li> <li>○ Sports Coach plan is linked with LTP to target specific skills and sports that have been missed as a result of Covid</li> <li>○ Explore more enrichment activities that Premier Sports and other external providers can offer</li> <li>○ Return to running a wide range of clubs in the</li> </ul>

<p>and at lunch times.</p> <ul style="list-style-type: none"> <li>Children to participate in active breaktimes and lunchtimes daily. Changes will be made to the equipment on offer in both playgrounds to improve children's engagement, reduce the number of accidents and behaviour incidents.</li> <li>A wide range of quality PE resources,</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire to children to find out what clubs would be of interest.</li> <li>Include a range of teacher led and coach led clubs within the school day/after school</li> <li>Purchase a wider range of sports equipment that KS2 can use on a rotational basis to structure their lunchtimes</li> <li>Sports Coaches to run sport specific activities/games during the lunchtime</li> <li>Create more areas in KS1 that are all-purpose regardless of the weather</li> <li>Children will enjoy more than 30 minutes daily exercise during their active breaktimes and lunchtimes</li> <li>Purchase a wide range of equipment, and storage, for KS1 playground that promotes active and creative play.</li> <li>Relocation of the PE equipment</li> </ul>	<p>External Clubs run their own costings</p> <p>£7000 on all-purpose weather surface in Teepee area</p> <p>£2135.27 on KS1 play based equipment</p> <p>£798 on KS2 equipment</p> <p><i>Sports coaches lunchtime costing listed as above</i></p>	<p>Summer Term. The Summer Term clubs have been attended, but not in great numbers, due to the fact they are external providers and therefore are more expensive.</p> <ul style="list-style-type: none"> <li>All-purpose weather surface being installed into the KS1 Teepee area during the summer holidays</li> <li>A significant sum of money has been spent on active and creative play resources for the Teepee area in KS1. The impact of this will be reported in the 2021-22 report.</li> <li>A significant sum of money has been spent on new sports equipment for the KS2 playground. The impact of this will be reported in the 2021-22 report.</li> <li>Due to the sports coach engagement at lunchtime a huge number of children participate in active play and competitive games.</li> <li>The children have been</li> </ul>	<p>Autumn term and onwards – Covid pending</p> <ul style="list-style-type: none"> <li>Increased opportunity for competitive sport in a range of different activities.</li> <li>Hold meetings with RELP to build opportunities for the above.</li> <li>Continue to review clubs on offer and look for opportunities to involve local sports clubs to provide these - e.g. Topsham Cricket, Tennis Coach</li> <li>Continue to consider Coaches role at lunchtimes – see actions as above</li> <li>Monitor KS1 active and creative play engagement</li> <li>Consider a structure in which KS2 can ‘sign out’ or ‘earn’ sports equipment to enhance their play to prevent loss of equipment</li> </ul>
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<p>stored effectively to enhance PE lessons.</p> <ul style="list-style-type: none"> <li>• Support specific children in their ability to engage with the whole school curriculum by providing them with an outreach programme that supports this</li> <li>• School to provide a range of activities for the Year 6 children, in place of their residential experience (impacted by Covid)</li> <li>• Purchase of Balance Bikes, Pedal Bikes, Balance Programme and Staff Training for Foundation Staff to reflect the imminent curriculum</li> </ul>	<p>and storage to ensure resources are appropriately stored and returned. This is to prevent the damage and loss of equipment.</p> <ul style="list-style-type: none"> <li>• PE equipment enhances PE lessons - they are easy to find, which ensures PE lessons are resourced effectively.</li> <li>• The newly installed KS2 markings are utilised and children are taught how to use them</li> <li>• Contact/engage with supporting agencies that are able to provide specific intervention for identified children</li> <li>○ Children benefit from a range of both onsite and offsite sporting activities that support leadership, orienteering and opportunities they would not usually benefit from as part of the usual PE curriculum</li> <li>○ As of September 2021; Delivery of resources, staff training and then delivery of course for all children in Reception (and Year 1</li> </ul>	<p>£1421.50 on new sports equipment £1034.85 on new Gym mats £101 on storage</p> <p>£490 to co-adventurers</p> <p>£450 (SportyStars and Paddleboarding) £300 transport</p> <ul style="list-style-type: none"> <li>○ £1992 including VAT</li> </ul>	<p>observed actively using the playground markings. MTA's and TA's have taken an active role in teaching them how to play games like foursquare.</p> <ul style="list-style-type: none"> <li>○ The PE cupboard has been completely refurbished, reorganised and restocked</li> <li>○ A significant sum of money has been spent on new PE equipment to ensure lessons are well-resourced</li> <li>○ Sign out sheets are now in place to prevent loss of equipment</li> <li>○ Three children have received targeted support to help them to engage in their whole school learning. This has included offsite experiences as well as within school support.</li> <li>○ The year 6 children enjoyed a weeks worth of activities, many of which were alternative sports they would not usually participate in e.g. zorbing, archery, paddleboarding. This ensured that they were able to practise the learning powers of risk tasking, collaboration and practising.</li> <li>○ Impact will be noted within the 2021-22 report once the first year of trialling this is complete.</li> </ul>	<ul style="list-style-type: none"> <li>○ Continue to audit/stock take PE equipment and consider what other resources might be required. This might be linked directly to CPD or enrichment opportunities</li> <li>○ Have booked the residential already ahead of the next academic year – AG and MW</li> <li>○ These bikes and resources have been purchased as a sustainable resource so that they can be accessed by</li> </ul>
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changes and aims whereby all children are able to ride a pedal bike upon moving into Year 1.	if necessary) during the course of the year.			FSU but also Years 1 and 2 to ensure all children within our KS1 are confident bike riders. This is especially important based on our location due to the number of families who cycle to school.
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation: 0% No cost implications
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
<ul style="list-style-type: none"> <li>Increased opportunity for participation in inter-school competitions.</li> </ul>	<ul style="list-style-type: none"> <li>Arrange competitions at St Luke's Sport and Science College.</li> <li>Initiate inter-school competitions within River Exeter Learning Partnership.</li> </ul>	N/A	Sadly all planned events were cancelled due to Covid-19	<ul style="list-style-type: none"> <li>Increase links with River Exe Learning Partnership to arrange friendly competitions in a range of sports.</li> <li>Terms AGMs with RELP.</li> <li>House Competitions within school - Summer Term</li> </ul>
<ul style="list-style-type: none"> <li>Increase number of girls participating in sport</li> </ul>	<ul style="list-style-type: none"> <li>Danny Lewis to work with an identified group of girls who are 'at risk' of dropping out of sport linked to confidence and puberty</li> </ul>	N/A	<ul style="list-style-type: none"> <li>Noticable increase in confidence and engagement during lunchtime provision – particularly in more physical play like cricket and basketball. The</li> </ul>	<ul style="list-style-type: none"> <li>Increase the percentage of girls competing in inter- and intra-school competitions.</li> <li>Consider what clubs the girls will like to participate in -</li> </ul>

	<ul style="list-style-type: none"> <li>○ Competitions to be held for girls such as girls football.</li> </ul>		<p>girls have activity participated in this rather than shying away as they would have previously.</p> <ul style="list-style-type: none"> <li>○ Whole class Jigsaw conversations surrounding puberty and body changes has also supported the girls, and their peers, to have a better understanding of this.</li> </ul>	<p>for example, pilates, HIIT</p>
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**Total spend this year; £25, 667.42**

**Resulting in an underspend going into 2021-22; £2423.58**