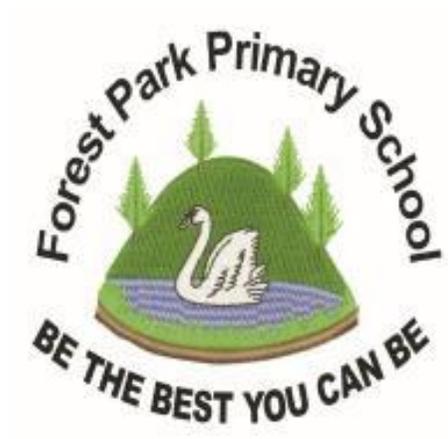


Forest Park Primary School

Sports Funding Impact Report



2020/21

What is the PE and Sports Premium Funding?

The government is providing funding of over £450 million per annum for academic years 2013-2020 to provide new, substantial primary school sport funding. This funding is being jointly provided by the Departments for education, Health and Culture, Media and Sport and will see money going directly to primary school head teachers to spend on improving the quality of sport and PE for all their children.

The sport funding can only be spent on sport and PE provision in schools.

Purpose of funding

Schools have to spend the sport funding on improving provision of PE and sport but they will have the freedom to choose how they do this.

The vision for the Primary PE and Sport Premium: **ALL** pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport

The funding has been provided to ensure impact against the following **OBJECTIVE**: To achieve self-sustaining improvement in the quality of PE and sport in primary schools. It is important to emphasise that the focus of spending must lead to long lasting impact against the vision that will live on well beyond the Primary PE and Sport Premium funding.

It is expected that schools will see an improvement against the following 5 key indicators:

Key Indicator 1: the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school

Key Indicator 2: the profile of PE and sport is raised across the school as a tool for whole-school improvement

Key Indicator 3: increased confidence, knowledge and skills of all staff in teaching PE and sport

Key Indicator 4: broader experience of a range of sports and activities offered to all pupils

Key Indicator 5: increased participation in competitive sport

The school has been receiving the funding since 2013.

Key achievements to date:	Future Ideas & development areas to achieve our long term vision.
<ul style="list-style-type: none"> • AIR resource picture documents have been purchased to support teachers in teaching/delivering the key skills in physical education across all areas. • All staff have received gymnastics, dance and swimming CPD and have continued to receive CPD in games this year also (from outside agencies). This has continued to support and improve staff confidence and knowledge, which will enable them to continue to deliver these areas across the key stages in future years. • Staff have received training from an outside agency to deliver activities at lunchtimes for children. • Through activities planned throughout the year including making posters, enrichment days & award ceremonies – this has continued to promote the profile of health/ sport in school. • Introducing super movers/go noodle across the school has helped to increase active lessons and increase daily activity levels. • Developments within lunchtimes and additional extra-curricular clubs on offer to pupils has led to increased participation, fitness levels and enjoyment for pupils. This has been particularly apparent for previously non-active pupils and a big focus has been on providing the opportunity for pupils to try alternative activities and sports. • The PE profile has been and is continued to be raised across the school. All children are encouraged to partake in 2 hours of Physical Education per week and attend at least one after school club or event. • Activities pupils have enjoyed and found they want to continue with, in or out of school, has led to sustainable attitude change and increased present and future participation. • An increased number of pupils have been involved in competitive situations. This has meant that there have been more children participating within school competition, increased competition between other schools. • The school has also achieved the Youth Sports Trust Quality Mark which demonstrates that we have met all 5 key indicators for primary PE and Sport. • New equipment has been ordered to support the delivery and sustainability of Physical Education at Forest Park Primary School. • The swimming model has been reworked to suit the needs of our children, to increase the percentage of children meeting the KS2 requirements. Furthermore, a new swimming tracker has been created to track the children's progress and attainment. • New outdoor gym equipment has been installed on one of the children's play areas to continue to increase children's engagement in regular physical education and to also continue to raise the profile of PE and sport across the school. • A new scheme of work and assessment document has been purchased to enable EYFS to deliver one hour of physical activity per week (in addition to their daily activity). • Forest School's is now embedded within the school timetable and occurs weekly. • A new long term plan for PE provision has now been implemented from Reception-Year 6. • A skills progression overview has been for each sport for KS1 and KS2 to ensure that skills are built upon each year. • New medium term plans have been created using the skills progression overview for each year group from Year 1 –Year 6. Each plan is designed to cover 12 weeks of work. • A new assessment tool has been implemented – involving pupil videos, the medium term plans and pupil voice. 	<ul style="list-style-type: none"> • To embed the AIR resources to support teacher's skill delivery. This will ensure that all sport specific skills are taught and delivered with consistency across the school. This will also enhance teachers and pupils technical vocabulary and key knowledge. • Continue to develop the CPD needs of all staff teaching the PE curriculum within athletics. • Continue to develop the skills of the teaching assistants to create 'active zones' at lunchtimes and play times which will continue to increase children's engagement and level of physical activity. • Continue to raise awareness of emotional wellbeing for both staff and pupils. • Involve parents in understanding importance of an active, healthy lifestyle via newsletters and parental involvement days. • To train and support teaching assistants to deliver a range of activities for children at lunchtime. • To implement intra-school competitions at the end of each term to increase children's participation in competitive sport and provide a purpose for learning. • To support staff to enable them to deliver and lead the intra school competition across their phase alongside other teachers. • Continue to embed the assessment of PE across the school and utilize pupil voice.

Long-Term Vision for Physical Education

At Forest Park Primary School we believe that Physical activity not only improves health, reduces stress and improves concentration, but also promotes correct physical growth and development. Exercise has a positive influence on academic achievement, emotional stability and interaction with others. We aim for both teachers and children to be aware of its importance. We strive to provide the broad and balanced program of physical education we believe every child should have; with activities designed to be enjoyable, vigorous, purposeful and regular. Through providing positive experiences, a lifelong interest in physical activity is encouraged. We value the importance of a varied curriculum experience. Our aim is to increase participation in physical activity outside of the two hours offered as part of the curriculum. In order to achieve this vision, we strive to offer varied opportunities for engagement in physical activity at lunchtimes and after school which are tailored to the children's interests.

Our Vision for 2021:

Our PE curriculum will look:

- Core areas of PE: Dance, gymnastics, athletics, games, swimming, outdoor and adventurous activities will be enhanced due to staff CPD and specialisms across the school.
- All staff can confidently plan and teach their own PE lessons.
- All pupils receive at least 2 hours of PE a week.
- Development of children's social and emotional skills
- Consistent planning and assessment using PEDPASS.

Links to wider community/clubs/ facilities:

Health of pupils/ School Community

- Explicit links are made between PE and science curriculum (balanced diet, pulse rate, muscles, skeleton)
- Core skills, self-esteem and mental wellbeing developed through yoga (supporting physical development)
- Lunchtime activities are active with wider opportunities for physical activity and playground leaders to support.

Extra-curricular provision will look like:

- Increased KS1 participation
- Yoga clubs to develop core skills
- Multi skills KS1
- High 5
- Rounder's club
- Football club
- Cross country club
- Dodge ball club
- Skipping
- Fitness skills
- Dance club

Links to whole school improvement:

Outcomes: All pupils will leave the school...

- Having mastered basic skills in all areas of the PE curriculum.
- Feeling confident to participate in group activities at their own level.
- with a good understanding of a healthy lifestyle and how exercise is part of that

Amount of grant received IN YEAR 2020/ 21 £23, 471.29

Area of Focus	Amount spent	Impact	Sustainability
<p>Improving and embedding the quality of teaching and learning in PE</p> <p>To further increase staff confidence and ability to teach PE as per identified needs on audit.</p> <p>Create a whole school vision for PE and raise the profile of PE across the school and wider school community</p> <p>Links to: Key Indicator 3 Key Indicator 2</p>	<p>£950.00 Staff CPD course/training</p> <p>£12, 689.57 Bee active provision – Athletics CPD & before and after school clubs</p> <p>£1,611.84 equipment costs</p> <p>£118.00 afPE membership</p> <p>Cyber coach £465.00</p>	<p>Staff confidence and ability to teach high quality PE continues to increase and they feel confident following new curriculum and using planning and assessment system. Athletics delivery has been a main focus this year and staff confidence has increased in this area and pupil’s report that they enjoy lessons and have improved with their running, jumping and throwing skills. If lessons have to be indoors cyber coach is used which supports the pupils health and fitness and skill development.</p> <p>Equipment is up to date and pupils benefit from having plenty of equipment to support them in lessons to make good progress, practice skills and be as active as possible.</p> <p>A new assessment tool has been introduced to demonstrate which children are working below Age Related Expectations and which children are working above. Teaching Assistants have received training to support the children identified on the assessment document within PE lessons alongside the teacher.</p> <p>Medium term plans have been created to provide staff with clear objectives/skills to be taught/delivered within a unit of work. Resources have been provided to support in planning the small steps and sequence of lessons.</p> <p>Up to date guidance is followed to ensure pupils are safe in and out of school in PESSPA activities. Policies and procedures have been updated to ensure maximum standards of safety.</p>	<p>Staff knowledge and confidence is built upon to continue to teach high quality lessons. Safe practice updates and changes ensure pupils are kept and remain safe. Quality of PE curriculum and wider opportunities is recognised and rewarded. These improvements and the legacy to last in future years. Changed attitudes and perceptions towards the difference PE can make will lead to higher outcomes and opportunities for pupils in school.</p>
<p>Health</p> <p>Embed physical activity opportunities wider into the school day and meet new government obesity strategy requirements</p> <p>Development of lunchtimes activities to ensure pupils are more physically active</p>	<p>£6,000.00</p>	<p>Health initiatives have been introduced to upskill teaching assistants with the delivery of active lunchtime activities for children. This will lead to children being more engaged and active throughout the school day.</p> <p>Increased fitness of pupils through taking part in additional activities offered throughout the school day such as the active mile in the autumn and spring term.</p> <p>There are a reduced number of accidents and behaviour incidents at lunchtimes. All staff are engaged in and facilitating positive play.</p>	<p>Pupil and staff health and wellbeing remains a priority in keeping the school operating effectively. Pupils and parents understanding of the importance of health and government recommendations resulting in changed behaviours which will continue in future years. Improved fitness will continue through newly embedded procedures and opportunities for activity throughout the school day. Through the introduction of mindfulness</p>

<p>Improve pupils mental health and well-being</p> <p>Links to: Key Indicator 1 Key Indicator 3 Key Indicator 2</p>		<p>Pupils and staff feel emotionally and physically well and able to operate effectively.</p> <p>Pupils and parents understand the value of PE and health and are committed to meeting recommendations.</p> <p>Pupils have maintained a level of physical activity throughout the COVID pandemic, as learning platforms were created and PE was added weekly. Home learning packs with ideas to support exercise and physical activity from home were sent weekly. Children are now taking part in two hours of PE a weekly.</p> <p>Children have been introduced to the 5 levers and complete pages from their mindfulness journals weekly. Children take part in daily down time, reading for pleasure and mindfulness activities such as yoga.</p>	<p>activities, yoga and reading for pleasure, children's self-esteem and physical and emotional well-being has improved which consequently supports and promotes independent and effective learners.</p> <p>Providing opportunities for children to take part in physical activity throughout COVID enabled children to continue to lead a healthy active lifestyle, improve their confidence and provided high levels of enjoyment.</p>
<p>Competition and Community</p> <p>To increase the number of competitive opportunities for all pupils.</p> <p>Key Indicator 4: Key Indicator 5</p>	<p>Mini bus fees £1,999.98</p>	<p>Children were kept motivated and inspired by taking part in the Virtual Three Peaks Challenge at home. Children who completed or took part were provided with a certificate.</p> <p>Children have participated in remote learning through learning platforms such as google classrooms and google sites. Children were provided with weekly packs to promote physical activity at home.</p> <p>All children have experienced and taken part in a schools sports day within their bubbles and both children and staff are encouraged to wear their PE kits to school on PE days. This has increased the profile of PE across the school and helped to raise attainment. Children have created sports day collages of themselves to take home and share with their parents and carers.</p>	<p>Sports days and virtual competitions continue to promote participation and competitiveness within each year group. Children are able to practise athletic skills within PE sessions which involve building teamwork and cooperation. Sports days ensure that pupils build character, resilience whilst maintaining positive attitudes and enjoyment levels in a safe and secure environment. This is sustainable for future years.</p>

Swimming at Forest Park Primary School

Again due to the covid-19 situation we were unable to take pupils swimming and have been unable to collect the data for year 6 Swimming. We plan to look at swimming as an area of priority next year to ensure that we catch pupils up with provision as best as possible and also liaise with the high school with regards to the year 6 pupils and the next steps in developing their swimming.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
Percentage of Year 6 pupils who could swim competently, confidently and proficiently over a distance of at least 25 metres when they left primary school at the end of last academic year?	Unfortunately, due to COVID 19 data could not be obtained this academic year.
Percentage of Year 6 pupils who could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	Unfortunately, due to COVID 19 data could not be obtained this academic year.
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	Unfortunately, due to COVID 19 data could not be obtained this academic year.
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?	No