

Evidencing the Impact of the Primary PE and Sport Premium

Meltham CE Primary School
Sports Premium Spending
REVIEW (2021-22)

Commissioned by
Department for Education

Created by



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Yellow Columns evidence the impact and sustainability of the 2020-21 Sports Premium Grant expenditure

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Provision of adults for lunchtime coaching • Development of LTS staff for games leading • Broad delivery of high quality PE & Games curriculum led by qualified specialist PE teachers and sports coaches. • Purchase of quality PE & Games stock to support delivery of curriculum. • The start of a whole school review of the school PE & games curriculum led jointly by school staff and specialist PE teachers paid for using the Sports Premium allocation • Use of allocation funded staff to provide small group intervention for SEMH <p>Previous to COVID-19 closures and mitigation restrictions:</p> <ul style="list-style-type: none"> • Coverage of competitions remains good, football, rounders, netball hockey, cricket, cross country swimming gala • Girls' football team represented Huddersfield Town in National finals • Engagement of reluctant pupils 	<ul style="list-style-type: none"> • Further development of assessment of PE to identify pupils needing more support and identification of talent early in KS2 • Improved written skills and knowledge curriculum in PE & Games written with the expertise of sports staff paid for through S.P funding

<p>Meeting national curriculum requirements for swimming and water safety 2020-21</p> <p>NB Meltham CE Primary School children attend local authority swimming lessons in Year 4. The Year 6 2021-22 cohort were the children whose swimming was cut short by the first national lockdown as a result of the COVID-19 pandemic. As a result, one third of swimming was missed. This year group have had no catch-up sessions.</p>	<p>Please complete all of the below:</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>N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.</p>	<p>64%</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>10%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>19%</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 over and above the national curriculum requirements. Have you used it in this way?</p>	<p>No</p>

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.

NOTE

School purchases membership of the local Pennine Sports Partnership which this year is **not** financed by the Sports Premium allocation.

This highlights the school's commitment to PESSPA (physical education, school sport and physical activity) over and above the grant allocation. *Any italic blue text in this spending plan refers to the school funded section of the budget financed through the main school budget to a sum of £2225.00.*

Academic Year: 2021-22	Total fund allocated: £19, 580 Carry forward: £0 Total: £19,580	Date Updated: October 2021
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Key indicator 1: The engagement of all 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 allocation:
				0 %
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact review (Sept 2022):	Sustainability/suggested next steps (Sept 2022):
<ul style="list-style-type: none"> Regular physical activity for healthy pupils (<i>impact for SEMH – social, emotional and mental health – and physical health</i>) PE and Games curriculum 	<ul style="list-style-type: none"> a) Daily Km continued for all age groups b) Lunchtime coaches for KS2 and KS1 playground to encourage children to take part in extra structured activity during play sessions c) <i>Refresher training of lunchtime supervision staff in leading play and games in order to engage more children in lunchtime activity sessions</i> d) PE & Games curriculum delivered in part by sports coaches and trained PE specialist teachers and in part by school staff with the benefit and training inputs of having worked with PE specialist teachers and coaches. 	<ul style="list-style-type: none"> a) £0 b) See section 3 – lunch sessions delivered by coaches funded by S.P grant allocation c) <i>(staff training came as part of the school's membership of the Pennine Sports Partnership of £2225 which falls outside the allocation)</i> d) PE and Games curriculum delivered in part by coaches and PE teachers budgeted within the £17,765 proportion of the £19,765 allocation (with £2000 budgeted to be spent on equipment) 	<ul style="list-style-type: none"> Daily KM embedded Lunchtime staff members training completed PE & Games curriculum delivered by sports trained coaches and PE trained staff No major gaps in resources were identified 	<ul style="list-style-type: none"> Investigate addition of dance coaching to further broaden expertise in dancing

Key indicator 2: The profile of PESSPA (physical education, school sport and physical activity) being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact (Sept 2022):	Sustainability and suggested next steps (Sept 2022):
<ul style="list-style-type: none"> Develop and deepen children's understanding of the positive impact of physical movement and sport on their health, mental health, attitude and focus. Recognition of EEF research indicating that engagement in regular PESSPA can result in improved mental health and academic improvement (2021). 	<ul style="list-style-type: none"> a) Science curriculum b) PSHE curriculum c) All competitions shared with parents via social media and directly via email to applicable year groups d) Sport reported on weekly newsletter when appropriate e) Celebrations of school teams in assemblies f) Engagement with local area community hub coordinator to ensure parents and children have access to a wide range of physical and sporting opportunities beyond the school day and during school holidays g) <i>In addition to Sports Premium allocation, school commits to membership of the Pennine Sports Partnership which offers training for staff, inter-school competition, gifted and talented screening and other bespoke sporting opportunities for children and staff</i> 	<ul style="list-style-type: none"> a) £0 b) £0 c) £0 d) £0 e) £0 f) £0 g) <i>£2225.00 (not part of the Sports Premium funding allocation)</i> 	<ul style="list-style-type: none"> PE & Games curriculum delivered Monitoring by PE lead showed children to have an understanding of benefits or exercise and regular sports learning Vulnerability indices in school which qualitatively measures wellbeing showed improvement over the year suggesting improved wellbeing A full schedule of sports competitions was severely curtailed following the pandemic 	<ul style="list-style-type: none"> Resumption of competitive sports through involvement with Pennine Sports Partnership resumed Participation in local competition increased Introduction of a quality scheme for PE, Games & Gymnastics to ensure teaching and learning in PE is matched in quality to that provided by specialists and feeds into children's desire to take part in competition.

Key indicator 3: Increased confidence, knowledge and skills of children and all staff in teaching PE and sport				Percentage of total allocation:
				90%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact (Sept 2022)	Sustainability and suggested next steps (Sept 2022)
<ul style="list-style-type: none"> • Use of 2 sports coaches to model PE teaching with focus on wide range of sports. • Use of 2 specialist sports coaches to ensure high quality PE sessions for all children R - 6. • Use of PE & Games lead with PE specialist teacher to continue and complete review of PE & Games curriculum with PE lead focusing on coverage and curriculum intent • Positive CPD impact on Meltham CE Staff for sustainability 	<ul style="list-style-type: none"> a) A full range of Games and PE activities available across school b) Purchase of specific Sporting Age related equipment to allow scheme to embed c) Reviewed MCE PE and Games curriculum and sports coverage plan – Intent, Implementation and Impact as well as progression of skills in place by Summer 2021-22 d) All teaching staff involved in review of PE & Games curriculum e) <i>Engagement with local Pennine Sports Partnership for access to training, talent screening and competition</i> 	<p>£8,840 (Coach 1 for high quality modelled provision; curriculum review and rebuild)</p> <p>£8,925 (Coach 2 for modelled high quality input)</p> <p>£2000 (Sporting equipment)</p> <p><i>d) funded outside the Sports Premium allocation</i></p>	<ul style="list-style-type: none"> • Knowledge of children sound and measured through subject leadership monitoring • Sports coaches delivered consistent PE & Games throughout the year to all year groups • Monitoring showed children’s participation to be enjoyable and knowledge reflected the curriculum • PE curriculum review was completed with expertise of coaches funded through SP • Sporting Age program was interesting but falls outside the new curriculum • Engagement with PSP severely impeded by COVID impact and legacy 	<ul style="list-style-type: none"> • Introduce new PE, Games and Dance scheme to be delivered with fidelity across school by teachers and SP funded sports coaches and teachers • Continue with £2000 input per year of resources to fund new scheme • Monitor new curriculum after 21-22 review by lead and SP funded coaches • Introduction of Dance coaching funded by SP to widen quality and expertise provided to the children after dance was identified as a possible area for improvement in some areas

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				100%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact (Sept 2022):	Sustainability and suggested next steps (Sept 2022):
<ul style="list-style-type: none"> • Use of 2 sports coaches to model PE teaching with focus on a wide range of sports. • Enable termly sports planning sessions across KS2 (plan, deliver review) • Increased sports opportunities for children who have increased SEMH (Social, Emotional & Mental Health) needs • Establish the taking part of outdoor and adventurous activity challenges both individually and in teams (KS2 and KS1) • <i>Maintain emphasis on cycling for non-cyclists</i> 	<ul style="list-style-type: none"> a) Complete the review MCE PE and Games curriculum and sports coverage plan begun in 20-21 – Intent, Implementation and Impact as well as progression of skills in place by Summer 2021-22] b) PE & Games delivered to all children by specialist coaches and teachers c) SEMH provision using PE & Games as a vehicle to improve targeted children’s SEMH through outdoor collaborative sports tailored to the needs of the children. Sessions delivered by trained specialist sports coaches d) Outdoor and adventurous activity leaders will work with children and school staff to impact on children’s SEMH, cooperation skills and broaden curriculum opportunities. e) <i>Balanceability / Bikeability</i> 	<ul style="list-style-type: none"> a) £8,840 (Coach 1) & £8,925 (Coach 2) in addition to £2000 equipment funding to deliver the PESSPA successfully b) See above c) See above d) £0 e) <i>£2225 school funded Pennine Sports Partnership</i> 	<ul style="list-style-type: none"> • Wide range of sports curriculum delivered by trained sports staff funded through SP across school • Cycling delivered through the bikeability program in Y5 • Review of curriculum completed • Outdoor and adventurous delivered through all year groups (supported by Forest School) 	<ul style="list-style-type: none"> • Dance identified as being an area school could improve upon. • Use of SP funding to provide specialist coaching • Broad experience to be supported by a scheme ensuring that teachers and coaches follow a structured progression and quality is closer matched across school by all teachers and coaches. • Monitoring of scheme • Scheme will allow broad quality to be maintained in the event of the withdrawal of the Sports Premium in the future (legacy)

Key indicator 5: Increased participation in competitive sport (Local, national and even INTRA sports)				Percentage of total allocation:
				5%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact (Sept 2022):	Sustainability and suggested next steps (Sept 2022):
<ul style="list-style-type: none"> • Identification of talented sports group from Y5 & Y6 to work on preparation for possible competitions in Summer term and academic year 2021-22 • Full program of inter-school competition planned 	<ul style="list-style-type: none"> • Pennine School's Partnership organises wide opportunities for engagement in inter-school competition 	£1000 for equipment to facilitate competitive sports	<ul style="list-style-type: none"> • Autumn and Sprig programs cancelled due to COVID and its legacy • Summer program involved competitive running in KS2; Year 5/6 cricket, Year 5/6 netball, Y4 rounders, competitive intra-school sports day and activities 	<ul style="list-style-type: none"> • Yearlong participation through membership of the Pennine Sports Partnership (SP funded)/