



TATWORTH PRIMARY SCHOOL PE and Sports Premium 2020/21

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
<p>A Sporting calendar produced each term allowing healthy competition to take place in KS2.</p> <p>Achieving the School Gold Mark for sport.</p> <p>A good ethos around the physical literacy within the school.</p> <p>Good links to local sporting clubs and local secondary school.</p> <p>Offer varied after school clubs such as target games suggested from the sports committee.</p> <p>Offer the less active `Get into sport club` and inter house competition.</p> <p>Enhancement of the school environment to encourage the 30mins of activity a day outcome.</p>	<p>For all children to be competent in life saving skills in swimming</p> <p>Continue to develop Sports Leaders</p>

Meeting national curriculum requirements for swimming and water safety.	
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 2020.	94% 30/32
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	94% 30/32
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	94%
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?	Yes

Academic Year: 2019/20		Total fund allocated: £17,810		Date Updated:	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: 21%
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 embed PE across curriculum (lunchtimes, wet plays, before/after school)	<ul style="list-style-type: none"> ❖ SASP delivering Healthy Futures to Y3 and Y5 ❖ Audit a typical day using `Youth Sports heat maps` and identify areas where more activity could take place. ❖ Use children's voice (Sports Committee) to determine which clubs the children would like in the following term. ❖ Maintain good quality sports coach provision at lunchtimes. ❖ Make sure children are trained to be Playground leaders through the sports coaches. ❖ Create a wet break time table with areas around the school with designated activities active spaces. ❖ Use `The Passport system` and identify children who would benefit from attending a free sports club. ❖ Continue to provide Tatworth Scramble (running in the morning) in the summer and HITT in the winter. 	£3000 £300 £500	<p>As the children become playground leaders they offer more of a variety of knowledge and skills. This allows them to have an understanding of the rules to games.</p> <p>The children are more active at wet breaks because of the active space.</p> <p>The Sports committee have had an impact on the type of after school clubs they want to see.</p> <p>The passport system monitors children's activity and makes sure every child is given a sporting chance.</p>		Active space established for all school. Sports committee changed yearly Heat map conducted yearly on activity Passport system implemented yearly

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				27%
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:
<p>Make sure the yearly overview and competition calendar along with school clubs are in place and that equipment needed to deliver curriculum is identified.</p> <p>Ensure swimming is available for all KS2 Children.</p> <p>Monitoring children's activity through a sports passport.</p> <p>Ensure bikeability continues for Y6</p>	<p>To review equipment to check that there is enough available to deliver the requirements of NC.</p> <p>Ensure everyone working in PE is following the yearly overviews and objectives</p> <p>Every child has a passport to monitor activity</p>	<p>£3610</p> <p>£1184</p>	<p>The curriculum offers children to progress with their skills which are demonstrated in the amount of competition that they do.</p>	<p>As there is no local swimming pool anymore there is a high increase of lower ability swimming. Identifying children quickly and giving them a smaller group size is helping to achieve 25m.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				6%
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 produce a Wellbeing Week this will further contribute to curriculum and CPD for staff.	Determine areas of PE which need CPD development and include this within Wellbeing week. Organize a timetabled week of activities. PE coordinator to attend PE conferences-SASP Deep Dive courses-SASP	£1000 £100	Children have the chance to discover something new which will help with their wellbeing and future choices. Due to Covid 19 this was not able to take place in the summer term. Instead children have been given smaller group team PE sessions and specialist Forest school teaching.	Try to obtain charities to come and work with the school

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				32%
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 provide a sporting calendar	<ul style="list-style-type: none"> ❖ Organize a sporting calendar and develop links with cluster schools and the local feeder school. ❖ Maximizes the use of the sporting coach so that we can arrange and go to fixtures. ❖ Ensure every child experiences a fixture situation in their academic year. ❖ Liaise with LK to organize transport to events. ❖ Keep links with schools providing scholarships and great social education (eating together and mixing at match teas) 	£3000 £1000 £1700 £20	Feedback given in weekly newsletter of achievements. Understanding of healthy competition.	Use local schools so bus costs are lower. Maintain links with schools

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	

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