

PE and Sport Premium for Wroughton Primary Federation

2020-2021



<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>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.</p>	<p>Water safety was taught to all chn during sports and health week. Chn practised on land and created posters to show knowledge.</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 pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2021.</p> <p>Please see note above.</p>	<p>Chn have not swam whilst at Wroughton Primary Federation – no data due to covid.</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>Chn have not swam whilst at Wroughton Primary Federation – no data due to covid.</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>Chn have not performed this in water but know about the safe self-rescue in different water-based situations that was taught during sports and health week.</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 pupils today and for the future.

Academic Year: 2020/21		Total fund allocated: £37, 045		Date Updated: July 2021	
Key indicator 1: 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:
					%
Intent	Implementation		Impact	66%	
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?	
Inspired playground markings and active app bought for both sites to encourage active play at break and lunchtimes in addition to the 2 hours of statutory PE lessons a week.	Play leaders trained to support other children and guide activities. Each individual child records their active minutes on the app, which is put into a class and house competition. Quality first teaching of PE lesson from staff.	£15,316.53	Play leaders are confident and able to support children within their bubble at using the resources in the most suitable, appropriate and exciting way. Children are keen to be the top of their class and so their house to be the most active. Children are celebrated for their achievements. Teachers are able to teach lessons with skills and techniques accurately.	Sustainability and suggested next steps: New play leaders will be trained up in year 5 rather than children across bubbles as children will be able to mix again. Active time will be continued to be monitored and celebrated. Teachers will continue to receive support with their teaching of PE to enable them to teach PE to the best of their ability.	

Chance to shine coaches delivered cricket to children in years 3 and 4 to improve striking and fielding skills as missed last academic year due to covid	Chance to shine coached booked for a term to lead sessions.	£0	Striking and fielding skills have been improved, Children are enthusiastic when engaging in sessions and it has provided them with the basic skills of cricket.	Sessions were also used for CPD for class teachers. Plan is to have Chance to Shine sessions in school again next year.
Developing an outside area at the Infant school for physical active as there is currently only the hall and the small playground and chn have to travel to the Junior school for active sessions.	PE lessons, break and lunchtimes has active chn with an outside space for the chn to use.	£8972.40	Chn have been able to use the outside area for break and lunchtimes as well as PE lessons. Sports day was also able to held at the Infant school	Using the outdoor area regularly with all PE lessons, break, lunch and inter house games.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
Intent	Implementation		Impact	12%
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:
Ensure that all children have access to a wide range of inclusive sporting activities to enable them all to become more active and engage in sports they may not previously have been involved in.	A range of sports have been offered during in lesson times as after school clubs were unable to happen this year due to covid.	£0	Throughout the year, we had arranged for outside agencies to come into school to deliver some of these sports however not all were able to happen due to covid. Teachers delivered what was appropriate with resources in school.	Next year to offer an extensive range of clubs after school as well as amending the PE yearly overview for all classes. This will enable each class to participate in a range of different sports and activities.
Training children to become sports leaders to enable them to take more of an active role in sport.	Give year 5 children the necessary training to support with leading PE sessions.	£0	Sports leaders had to be selected in bubbles rather than in year 5 due to covid. Children chosen were able to build their leadership skills and are more enthusiastic about engaging in PE/	Continue to run Sports leaders and train other children to become leaders.

Improve the quality and selection of sports resources available to ensure children have access to a wide range of essential equipment.	New sports equipment has been ordered.	£4332.87	Children will have the opportunity to engage in activities that haven't always been taught at Wroughton Primary Federation. The greater quantity of resources and equipment also means that most children should have access to at least one between two of various pieces, if not one each.	Continue to complete an up-to-date inventory of sporting equipment and replace/renew when necessary.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
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Intent	Implementation		Impact	1%
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:
Year 3 and 4 teachers to have Chance to Shine CPD to assist teachers in becoming more confident and knowledgeable in striking and fielding.	Year 3 and 4 teachers have the opportunity to work alongside coaches to plan a series of lessons. Staff observed coaches when delivering.	£0	Staff are more confident in their ability to deliver quality first PE lessons.	Staff will continue to work alongside sport coaches next academic to further develop their skills.
MDSA lead to be trained up on active games that can be delivered by all MDSAs during lunchtime to encourage active playtimes	Lead MDSA and PE lead to attend course and improve how the lunchtime area is used to ensure active children	£130	MDSAs are confident and able to support children within their bubble at using the resources in the most suitable, appropriate and exciting way.	Continue MDSA training to support active lunchtimes.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	3%

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>Additional achievements:</p> <p>Engage children in a wider range of sporting activities to continue to support with engagement and active participation.</p>	<p>Look into possibilities of having outside agencies come into school to deliver taster sessions.</p>	<p>£0</p>	<p>Covid risk assessment has not allowed time for visitors in school.</p> <p>Year 6 complete orienteering activities when on residential.</p>	<p>Buy orienteering package</p> <p>Contact with STFC about setting up after school sessions.</p> <p>Continue to build relationships with local clubs.</p>
<p>Continue to hold Sports and Health week</p>	<p>Get an Olympian into school to inspire the children to become active or try a new sport</p> <p>Olympic dance workshop linked to Olympic topic.</p>	<p>£899</p>	<p>Kat Copeland came into school and delivered an inspirational speech to all chn. As well as getting active with chn with rowing techniques</p> <p>Each class were given a different Olympic competing country to focus on and the dance instructor spent 35 minutes teaching a dance routine based on that country. The children danced to some traditional music whilst incorporating tradition dance moves. The children were able to learn a little bit about their given country's culture, which was extremely beneficial in helping to bring the whole Olympics theme alive!</p>	<p>Look at how we can continue to use the link with Kat to get her into school to continue to inspire chn at Wroughton Primary Federation.</p> <p>Look at how we can include other workshops within different units to build that cross curricular link.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	1%
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:
More competitive opportunities for children to compete against other children from the same house as well as from other classes at the end of each unit of work as well as inter house games and sports day	<p>Inter club games held in classes or across a year group to showcase skills developed during a series of lessons.</p> <p>Sports day – children compete against children in their year group in different house and are awarded prizes for 1st, 2nd and 3rd.</p>	£0	<p>Children successfully were able to compete in inter house competitions across their bubbles when they were in school. This opportunity allowed the children to have fun and compete in a friendly manner.</p> <p>Children had to complete sports day in their bubbles and were not always able to compete against chn of the same ability. However, chn thoroughly enjoyed the competitive element.</p>	<p>Continue to have inter house competitions at the end of a unit of PE to encourage competition.</p> <p>Attend forties PE competitions next academic year.</p>
Competitive opportunities for children to compete against children from other schools. These opportunities allowed children to experience healthy competition as well as learning to deal with defeat and absorb success in a positive manner.	<p>GR arranged events with other schools to play football matches both home and away.</p> <p>Children entered into the football cup competition.</p>	£0	Children displayed positive attitudes and team spirit when playing at home and away. They persevered and gave their all in each match.	GR will continue to organise and provide opportunities to improve the participation in competitive sports in all year groups.

<p>Continue to be a member of Fortius PE and continue to enter Level 2 Inter-school competitions</p> <p>Transport to sporting events</p>	<p>Continue to enter Level 2 competitions at KS2 – involving children from all groups – girls, boys, PP and SEN</p> <p>Enter Level 2 Inter-school competitions in KS1</p>	<p>£250</p>	<p>Children successfully were able to compete in inter house competitions across their bubbles when they were in school. This opportunity allowed the children to have fun and compete in a friendly manner.</p> <p>Unable to attend festivals due to covid risk assessment.</p>	<p>Lack of minibus drivers since September 2019 has hindered entering competitions.</p> <p>Competition is embedded in curriculum delivery during lessons and at the end of each unit of work, which could end with a termly inter house competition Teachers need to be released from teaching in order for entry into competitions to happen</p> <p>The Federation needs to continue to buy into Fortius PE in order to receive Coordinator CPD and free competition entry Teacher are key to ensure sustainability and by involving them in the planning and delivery of house sports and external competitions this will ensure they become an integral part of every academic year</p>
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Date:	23/7/21