

Nova Primary School

PE Action Plan and Evidencing the impact of Sports Premium: 2021-2022

Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£ 6,707
Total amount allocated for 2020/21	£ £18,890
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 9,712 (£1,841-underspend and 5/12 from April 2021= £7,871)
Total amount allocated for 2021/22	£ 18,650 (7/12- October= £10,879 and 5/12- April 2022 = 7771)
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 28,362 Spent £27,775 (£587 left- invoice has not come out yet so this will come out in term 1 2022. This is 2%).

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	
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.	
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.	46%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	49%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	63%
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/ No Because our current Y4 class is small, we have been sending a few Y6 children for additional top up sessions. Funding has not changed because of this.

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: 2021-2022		Total fund allocated:£ 18,650 Total including carry forward and underspend: £28,362		Date Updated:27/06/2022	
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: £10,936 = 38%
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?:
To increase lunchtime physical activity and ensure all children are being physically active at some point within the day- aiming to achieve active 30 in school.		<ul style="list-style-type: none">Sports coaches running lunchtime clubs- see Key indicator 4 for specific clubs and funding.Purchase additional playtime equipment to raise the profile of certain sports and encourage a higher number of children to participate.Purchase KS1 play equipment as requested by school ambassadors.Remind staff of our physical break ideas and to incorporate when needed throughout the day.		<div>£361</div> <div>£159</div>	<ul style="list-style-type: none">See Key Indicator 4 for specific lunchtime clubs and impact.A child’s voice is important in our school. This in itself has raised the profile of physical activity and children are beginning to understand and self-reflect how to be physically active. This also links with our school’s PE Intent documents specifically ‘developing children’s love for physical exercise’.All equipment purchased is being used at lunch/ playtime.
				<ul style="list-style-type: none">Train up Sports Leaders (or implement Play Leaders) to promote being physically active this can then give children leadership roles.Recognise and celebrate children’s efforts during physical breaks.	

<p>To promote health and wellbeing in our school and provide bespoke support for specific children.</p>	<ul style="list-style-type: none"> • Member of staff from Progressive Sports to run, plan and implement each session • Each group to receive 10 weekly sessions, lasting 45minutes • Approximately 8-10 children per group • Sessions to cover a range of topics from making links between physical activity and keeping our bodies fit and healthy, to looking at ways we can look after our mindset in different situations, to allowing pupils to solve problems in different environments. • Session delivered with a team building activity focus where the adult is able to support and advise children along the way 	<p>£10,416</p>	<ul style="list-style-type: none"> • Across 21-22: 40% of children have not been re-referred after one 10-week intervention, 48% of children have been re-referred after one 10-week intervention and completed two sets of the intervention, and only 12% of children have been referred every term and completed three sets of the intervention • Group size was reduced to max. 6 students in terms 5-6, which has allowed the Progressive Sports member to develop stronger relationships with all individuals, particularly those completing their 3rd set of the interventions <p>Feedback from teachers received in Terms 3-4:</p> <ul style="list-style-type: none"> • The children come back from their sessions in high spirits, and value to a child's SEMH needs is visible. Though, it is difficult to assess the overall benefits of individual children • Teachers were 'fairly confident' they would see noticeable benefits to a child following an intervention set • Teachers received ad hoc feedback via informal discussions regarding the intervention groups successes and challenges, but hoped for more detailed reports • Parents are very supportive of their children's participation 	<ul style="list-style-type: none"> • For the children that have been re-referred for a third set of intervention, the reasons for this need to be explored. Outcomes of this exploration need to influence the goals of future intervention sets • Opportunities for formal feedback to teachers regarding intervention evaluation for individuals • To maintain a smaller group size in H&W groups owing to the apparent benefits and opportunities for more bespoke support.
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			<ul style="list-style-type: none"> Children have made great, trusting relationships with coaches, and feel that bespoke/smaller groups have increased progress. 	
To promote cross-curricular links and active lessons for all children – using cross-curricular orienteering (KS2).	<ul style="list-style-type: none"> Get the school mapped out accurately – October. Hold a CPD staff meeting about how to use resources/teaching ideas. Hold outdoor curriculum days e.g science active day. 	£0-funding came out in last year's budget.	Year 6 and science lead have used resources frequently. Children really enjoyed these sessions- having fun whilst learning. Year 6 used the maths and English cards frequently on the build up to SATs.	Continue to work with staff on how to implement this within a week. Outdoor learning/ active event day demonstrating cross-curricular links.
To support parents/carers with active 30/30 at home.	Regularly (a few times a term) share ideas and local events with parent on our twitter page and our social media platforms. Share exercise and fitness games on social media for the whole family to complete and share in school.	£0	Some families are becoming more active together at home. Parents are more informed about ways to encourage children to be active.	Look at ways to support families who are struggling to achieve active 30/30. Differentiated activities to appeal to children of all age groups.
To encourage parents, pupils and staff to participate in active travel.	Organise and share whole school events: Whole school event – Bike to school week October 2021 Whole school event – Walk to school week – May 2022	£0	More children bringing bikes and scooters to school.	Set up designated “park and stride” zone to encourage more families to become active with their commutes to school.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: £3592 = 13%
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>To provide access to high quality PE lessons and sports equipment, which matches our PE planning, and improves teaching and learning.</p> <p>Ensure PE subject intent is understood.</p>	<ul style="list-style-type: none"> • Purchase of PE equipment to improve access for all. • Carry out a PE audit linked to PE planning to ensure all areas can be taught effectively. • Review PE being taught across the school and identify year groups with teaching focus each term. • Ensure teachers are using GetSet4PE planning. A lot of the plans implement key areas from the PE subject intent document already e.g. working on self-esteem and resilience/ social skills. Oracy skills-PE vocab cards are on assessment document for teachers to see. Signpost staff to this and encourage them to use vocab with children. • Monitor termly PE videos and assessments in key year groups for evidence of PE teaching and Encourage staff to tweet with #Novasportsstars • Identify teachers/ year groups in need of further support and provide feedback and guidance as needed (see Key Indicator 3 for CPD). • Purchase of PE equipment to improve access for all. • Carry out a PE audit linked to PE planning to ensure all areas can be taught effectively. 	<p>£535</p> <p>£283- supply for PE Lead.</p> <p>£350- replacement of PE mats based on audit.</p> <p>£64- replacement agility table based on external audit</p> <p>£880- GetSet4PE- this year and next year's subscription.</p>	<ul style="list-style-type: none"> • There is enough equipment for all children and therefore readily accessible to all - both in lesson time and during school clubs. • Enhanced inclusive curriculum –meeting the needs of pupils. • GETSET4PE planning and purchased equipment is being used- this is evident in termly videos. This also show specific skills being taught linked to intent document and skill progression document. 	<ul style="list-style-type: none"> • Regular equipment checks to ensure we have enough resources. • Lesson observations of current staff to see how equipment is used, managed and sustained.
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Plan whole school events that get everyone involved/ active and raise the profile of certain areas within sports.	<ul style="list-style-type: none"> Organise an enrichment day for all children to raise the profile of sports. Organise additional Year 6 enrichment day. Organise Race For Life 	£540 £800 £140-supply for NL	<ul style="list-style-type: none"> Levels on club engagement increased. After Race for Life, running club became significantly more popular and has been full ever since. 	<ul style="list-style-type: none"> Ensuring that these event days promote physical activity and are not just one off days. Making sure, activities/ ideas are embedded further.
To ensure all children participate and are actively involved in PE lessons.	<ul style="list-style-type: none"> Staff to read our whole school PE Policy, which included all children participating- including SEN and what children with injuries need to do. PE lead to do a staff meeting on PE expectations and ensuring all children are involved. 	£0	PE lead drop in / SEN discussion in staff meeting shows that all children have PE lessons- some are more bespoke than others.	<ul style="list-style-type: none"> Work with teachers to support certain SEN individuals to be part of whole class PE lessons.
Celebrations communicated via school's newsletter, website and Twitter account to raise profile.	Class teachers to create termly PE video, that include pupil voice and share on social media. <ul style="list-style-type: none"> Tweet photos and add to newsletter and website of all sporting events/ achievements. Progressive Sports to introduce weekly PE certificates to be given out linked to learning behaviours. They will also provide a class in KS1/KS2 with the termly PE trophy. Send out termly PE letters to enable parents to know what their child will be learning each term with a reminder about PE kit. 	N/A	<ul style="list-style-type: none"> PE has a higher profile on social media. PE hashtag is used more frequently –both in school and out-raising awareness of PE and PA at Nova. 	<ul style="list-style-type: none"> Continue to use social media as a platform to communicate with parents about the importance of PE. When possible, hold a parent session where parents get to experience, with their children, some of the activities they do in school. When possible, run a sporting club for teachers- share this with children. Aim- to raise the profile of PE and to demonstrate being physically active (role models).

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£2585 = 9%
Intent	Implementation		Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested

Created by:





Supported by:



what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
Ensure all staff, including PE Lead, feel confident with delivering PE after Covid changes.	<ul style="list-style-type: none"> PE Lead to attend PE conference/ book supply to cover. PE Lead to feedback key findings from conference via staff meeting time and emails. Discuss in a staff meeting the implementation of PE once Covid restrictions have been reduced- including whole school/phase events. Update PE Policy and risk assessment to ensure measures are put into place. 	<p>£271</p> <p>£270 LM Supply to work with staff</p>	<ul style="list-style-type: none"> PE lessons are engaging and safe. More PE equipment is being used effectively. Lesson drop-ins show staff feel confident in teaching PE and outdoor space is utilised more effectively. 	<ul style="list-style-type: none"> Ensure these measures are being implemented during PE lesson drop-ins. Review PE risk assessment and Policy yearly or when needed. Carry out staff questionnaire to identify areas of need for September 2022 and use accordingly.
Lead sports coaches to design and run staff CPD to upskill teaching.	<ul style="list-style-type: none"> Send out questionnaires to staff to identify areas of needs- both whole school and individual. Liaise with staff regarding CPD sessions/ days. Plan and run whole staff meetings on key areas- E.g. orienteering- whole school focus based on feedback. To create and implement a better CPD structure where teachers observe for part of a lesson and teach another- work with new sports coaches on this. Adapt depending on teacher's need/ area of focus. 	£2,044	<ul style="list-style-type: none"> All teachers, who rated an area within the PE curriculum that they wished to focus on, received CPD and confidence levels, after the CPD had increased by at least 1 grade (1-5). Whole school Orienteering is further embedded. Twitter, demonstrates this. Pupil voice, in some termly PE videos, show children and staff are more confident in orienteering. 	<ul style="list-style-type: none"> Ensure resources are still used next year- brief refresher may be needed. Reduce the frequency of Individual CPD sessions as this has been an area of focus for a few years. Prioritise this for ECTs/ new staff. Use funding as and when needed rather than every term. Further professional learning opportunities for staff who request it e.g. peer observations.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				£9608 = 34 %
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:
Ensure that every year group have at least 1 sporting lunchtime activity- provided by a sports coach and a least 1 station every lunch (ran by a lunchtime supervisor) is sports/ games related.	<ul style="list-style-type: none"> • Timetable each year group to get at least 1 lunchtime slot with a sports coach- take into account staggered lunchtimes. • Purchase a basketball stand, hoops, footballs and American footballs for alternatives sports. • Create posters so that children know what the club will be each week and when. Sports coaches to bring this with them and introduce sports to classes face-to-face at the beginning of each term to raise awareness/ increase engagement. 	<p>£4475</p> <p>£573</p>	<ul style="list-style-type: none"> • All children have the opportunity to be physically active at lunchtime (working towards active 30:30). • Children have the opportunity to take part in structured and well taught games that they have chosen. • All lunchtime clubs are full to start off each term – some decrease as the term progresses- monitor this. • Club registers (only for the sport coach session) shows more children are participating compared to last year. 	<ul style="list-style-type: none"> • Ensure numbers at the end of term reflect the beginning. • Continue to avoid registering lunchtime supervisor clubs- less restricting- children join in when they want (depending on activity). • As of September, work with some key children(sports leaders)/ adults in each group to teach them how to run some sporting sessions at lunchtime- this will mean more sessions for each year group every week.
To offer a wide range of PE activities both within the school curriculum and with after school clubs.	<ul style="list-style-type: none"> • Ensure that every class, in Term 2, experiences an 'alternative sport' as part of their PE session- taught by Progressive Sports e.g. frisbee, tri-golf, archery, fencing etc. • Termly, organise after school clubs for year group phases. Adapt depending on numbers/pupil voice. • Send out booking system, each term, to ensure registers are easily taken and parents can book on with ease- school funded. • Organise the Bristol Together Championship- for a few Y5/6 children- football. 	£4,560	<ul style="list-style-type: none"> • Club intake has increased. All clubs provided are full or close to being full. • Lots of children attend the same club for multiple terms in a row. • All clubs were free to children as previously paid clubs had little uptake. 	<ul style="list-style-type: none"> • Carry out pupil voice surveys. • Develop further links with local schools regarding after-school clubs. • Increase the number of clubs provided if possible.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£1054 = 4%
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 encourage all children to participate in Sports day events and expose them to a range of different athletic events.	<ul style="list-style-type: none"> • Liaise with Progressive Sports and plan sports events- KS1 and KS2. • Invite parents/ communicate dates etc. • Ensure we have the correct equipment for each event. • Meet with sports coaches and staff to ensure all know their roles etc. 	£1040 £14- Medals	<ul style="list-style-type: none"> • Newsletters and tweets, linked to sports day, show children thoroughly enjoyed the day. Children worked on team building skills and resilience and there were a few events that enabled competitive sports. • Parent feedback was primarily positive. 	<ul style="list-style-type: none"> • Continue to get sports coaches to deliver sessions- this allows greater involvement from children and adults. • When planning next year, pupil conference prior to adapt based on children's opinions. • Provide more than 1 enrichment day a year.
To encourage more children to participate in competitive sports in and out of school hours.	<ul style="list-style-type: none"> • Continue to arrange events and book through the North Bristol portal e.g. netball, cross-country etc. • Ensure SEN children have the opportunity to participate in competitive sports. • Work with Bristol Together Championship to organise the Football tournament for a selection of year 5 children (SEN/ those that do not usually show an interest in competitive sports). Liaise with organisers regarding UWE football tournament. 	£0	<ul style="list-style-type: none"> • Some Y5 and Y6 children participated in netball, football and cross-country events against other schools. • Informal pupil voice, regarding the Bristol Together Championship, is positive. Children enjoyed their time. See if children join clubs in September term 1- 2022? 	<ul style="list-style-type: none"> • Organise sporting competitions with schools in our local area.

Signed off by	
Head Teacher:	Anna Morris
Date:	21/7/22
Subject Leader:	Lauren Munday 
Date:	27.06.2022
Chair of Governors:	 Laurie Haynes
Date:	11-Jul-2022

Note: Spent £27,775 (£587 left- invoice has not come out yet so this will come out in term 1 2022. This is 2% of total funding).