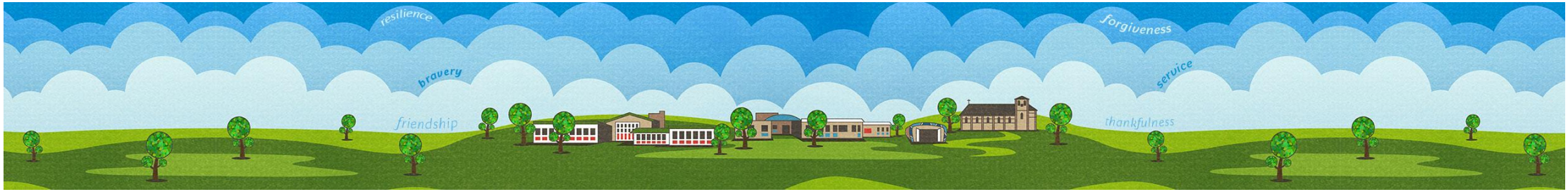
St Peter's C of E Primary School

Sports Premium Evidencing Impact 2021-22



Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£0
Total amount allocated for 2021/22	£19,570
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19,570

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. 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 then transfer to the pool when school swimming restarts. **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. Please see note above	60%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	56%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	83%
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

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: 2021/22	**Total fund allocated:** £19,570	**Date Updated:** 25.07.2022		
Key indicator 1: The engagement of all 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**	
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 dopupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Point 1: Breakfast activity club one morning per week for the whole year. Point 2: Lunchtime clubs additionally once per week for the while year.	Point 1: Judo Coach comes in once a week in the morning to provide judo lessons for a range of age groups. Focussing on the development and progressiveness of their skills set. Point 2: Bristol City F.C will come in to provide a lunch time club and run an after school club for KS2. Using our sports premium funding to access high quality sports coaching. These sessions are tailored to our school values and develop our children holistically.	£11,250	Children making progress through the belts and receiving awards for specific techniques and moves. Over 30 children attend this club. Staff surveys indicate all teachers who have worked with Bristol City 15/17 have said they are more confident leading sport and assessing sport. 90% of children have said they enjoy P.E lessons more. 20 children participate in lunch time clubs and a further / additional 15 children attend after school clubs.	Judo coach to continue work with the children at St. Peter's. Bristol City will be coming in to continue to current provision at a reduced price. Bristol City and P.E lead to liaise about possible activities beyond football- climbing wall centre.

Point 3: Swimming provision for years 2-6.	Point 3:Children from years 2 to 6 will have the opportunity to participate in 1hr weekly swimming lessons. These sessions are to support non-swimmers and developing skills set for children who have accomplished swimming 25 metres.	£1,100	Children from year 2-6 have learnt fundamental swimming skills (awaiting data)	
Point 4: motivate children to participate in sports.	Point 4:Audits will be taken of existing stock and new equipment will be ordered accordingly. Equipment will be ordered where stock is low, equipment is broken or damaged or new equipment will be bought to maintain and increase children's' motivation in sport.	£500	New stock has been ordered to further widen our resources. New equipment has been ordered to replace/ add to our sports day stock.	New audits for the new academic year to be taken. Replenishing old stock and buying new sporting equipment to boost motivation and enthusiasm.
Point 5: Opportunities for LKS2.	Point 5: Children in year 3 given the opportunity to attend regular Gymnastics sessions at Hengrove Gymnastics Centre delivered by highly trained staff.	£275	Children who have never experienced gymnastics before used new equipment and have developed new techniques. Learners who are already part of the gymnastics centre developed their skills and also gave them a chance to develop in school on the level 2 routine.	
Point 6: Opportunities for all children to access sport.	Point 6: Children chosen to represent the school at development and inclusion festivals using APSP.		Children were chosen to attend inclusion festivals for golf, swimming and athletics.	P.E lead to look at new venues and sports to introduce to our children. Year 3 to continue gymnastics sessions.

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**	
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 dopupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Point 1: In line with our school development plan, promote children to take ownership of their own learning and to develop leadership skills throughout their years in 5/6.	Point 1: Games Makers chosen to act as a playground leader, developing sporting activities at break and lunch times, leading warm up and cool downs during P.E lessons and leading sporting activities and competitions with Mr MacDonald such as 'Have a Go Week.' Games makers will receive training from Ashton Park Sports Partnership and school hoodies.	£200	14 Games Makers were chosen to help with sporting events. They have helped with whole school sports days and our sports week.	New set of Games Makers and playground leaders to be chosen for next year. P.E lead to look at new ways to incorporate them into sports events at St. Peter's which falls in line with our school development policy.
Point 2: Whole School initiatives	Point 2: Alongside our continual 2-hour sport sessions per week, St. Peter's strive to provide additional opportunities to increase the time children are active in the school day. Wake up and shake in the mornings, after break/ lunch sessions. Using new equipment to keep children active.	£1,189	The schools cycle track is used daily by all classes. Timed laps are taken at the start and end of terms to see improvements.	P.E lead to emphasise the importance of timed laps. P.E lead to introduce a new time for children to stay active. Games Makers to move into KS1 and deliver sport sessions at lunch times.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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:
Point 1: Provide effective CPD for staff so that high quality lessons are consistent across the school.	Point 1: Staff receiving excellent CPD in staff meetings, external organisations developing specific CPD. Continual development of provision including visual whiteboards for all lessons and values stickers.	£1,950	Staff utilising whiteboards and values stickers to raise awareness of sport specific vocabulary and competence in sports. Confidence has risen from the children striving towards getting a values sticker and also those who have achieved a values sticker.	Staff to continue to use the whiteboards and values stickers. P.E lead to take a staff meeting on the use of whiteboards and vocabulary and stickers. P.E lead to interview children who receive stickers.
Point 2: Use Ashton Park membership to support the leading of PE and opportunities to further staff pedagogy and safety of PE.	Point 2: DS and CK to come in and deliver targeted and effective CPD for staff surrounding current sport. Sessions delivered on assessing P.E and adapting planning using the STEP principle. Topics of training depending on results of CPD questionnaire. PE lead to deepen and update pedagogical/leadership/safety knowledge of subject and provide training opportunities in response to availability.	Already included	Assessment has risen for P.E across the school based on Ofsteds finding march 2022. The three pillars of progression have been reflected in the way we assess P.E and how we decide where each pupil is depending on each sporting topic.	P.E lead to develop and continue assessing using Insight Assessment tool online. P.E objectives added when needed surrounding competitive play, communication and teamwork.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
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:
Point 1: Continue to offer a wide range of after-school clubs to provide extracurricular activities for all.	Point 1: Every other term, club provision will be reviewed and updated to reflect the children's interests and needs. Working with Bristol City and Ashton park to provide new and exciting clubs for children. To support competitive sports, some clubs will focus on current clubs being supported and run by Ashton Park Sports Partnership.	£1,200	Clubs have been running alongside inclusion and competitions from Ashton Park Sports Partnership. Children have been chosen to represent the school for these events. Over a third of the school have been out to represent the school in competitive events. A further fifty children have been chosen to go to inclusion events.	P.E lead to look at the increase in provision matching the events held by Ashton Park Sports Partnership.
Point 2: To continue to provide our sport enrichment day 'Health Week' and sport awards ceremony.	Point 2: Booking outside organisations as well as offering expert knowledge from our staff for activities and sessions throughout the week. Additional whole school enrichment days booked for Health and Safe week. To also include healthy eating and wellbeing.	£1,500	Six outside organisations were booked to come into school to deliver sports lessons including: Somerset cricket, LTA tennis coaches and Bristol Flyers Basketball coaches.	P.E lead to look at having a spread of athletes come into school to offer Q and A sessions and lessons across the year.

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation: %
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:
Point 1: Using APSP membership to access tournaments and competitions for competitive sport.	Point 1: PE lead to liaise with Cherry Kraus, re SSCO inter school competition calendar. TS to administrate entries to competitions – as many as can be staffed per term. A pupil survey will be used to determine children involved in competition outside of school – children who are not participating outside of school will be targeted for inter school competition, APSP inclusion and development festivals and extracurricular clubs along with PP children.	Already included	Over a third of the school have been out to represent the school in competitive events. A further fifty children have been chosen to go to inclusion events.	P.E lead to look at new events to increase the variation of tournaments entered. Look to increase the amount of children exposed to these events.

Additional achievements this academic year: 1st place at year 5/6 B and G rugby festival. 2nd place at G rugby festival 3rd place at B and G 5/6 Indoor Athletics 2nd place at B and G 5/6 EFL Kids Robins foundations Kids Cup. 1st place at B and G 3/4 dodgeball festival 1st Place B and G 5/6 South Bristol schools football competition.				

Signed off by	
Head Teacher:	Alister Meredith
Date:	25.07.2022
Subject Leader:	Ben Macdonald
Date:	25.07.2022
Governor:	Esther Lambert
Date:	25.07.2022