

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

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Commissioned by



Department
for Education

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Total amount carried over from 2019/20	£ 0
Total amount allocated for 2020/21	£19, 480
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 0

Swimming Data – 2020/2021 Academic Year

NB – Covid restrictions limited swimming in 2020/2021 to Year 6; this has been addressed in curriculum planning for 2021/2022.

Due to Covid-19, priority was given to the Year 6 cohort at Trumpington Meadows who received swimming tuition in the Summer term of 2021 at the new pool at Fawcett school.	
<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 2020.</p> <p>Please see note above</p>	36%
<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>	24%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	59%
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?	Investment in our new swimming pool will allow us the capacity to deliver swimming over and above the National Curriculum requirements in future years.

Action Plan and Budget Tracking

Academic Year: 2020/21	Total fund allocated: £18,282	Date Updated: November 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			
Intent	Implementation	Impact	Sustainability/Next Steps
The attainment of pupils in swimming will improve to meet the needs of the national curriculum.	<p>Swimming pool at Fawcett has been established and time has been allocated to ensure children at TM can access this.</p> <p>Swimming coach has been trained to ensure the children are receiving high-quality swimming tuition.</p> <p>Swimming curriculum has been developed to ensure all children have the opportunity to develop their swimming skills.</p>	Covid limited the scale of this intent; however, Year 6 children were able to access high-quality swimming tuition in the Summer term.	The setup and the establishment of the swimming pool, training of staff and development of the curriculum means this can be rolled out to all of KS2 in the 2021-2022 academic year.
Children will regularly participate in physical activity during their time in school.	Active mile will be promoted in classrooms with children encouraged to take part regularly – including use of display to encourage competition.	Whilst Covid-19 did not allow this to be as successful as it could have been, the Daily Mile is an embedded part of the school timetable.	Daily Mile is an embedded part of the school routine and can continue to be promoted at regular opportunities. Opportunities to have whole-school miles when the pandemic restrictions allow.

<p>Children who are less likely to regularly participate will receive additional support.</p>	<p>Specialist PE TA has booster groups, based on teacher assessment, for children who would benefit from some additional activity. Taking place at the start of the day to provide for an effective and engaged start to the school day.</p>	<p>Booster groups have allowed a number of children to enjoy a positive start to the day and to increase their physical activity.</p>	<p>Consider the opportunities to expand this so a greater number of children can be involved in this additional physical activity.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Intent	Implementation	Impact	Sustainability/Next Steps
<p>PE has been promoted across the school to support with wellbeing, SEMH and Covid recovery.</p>	<p>Teachers to be guided to embed physical activity across the curriculum, making the most of cross-curricular links (eg with science).</p> <p>Short burst physical activities/ sensory breaks are embedded and used to support those children with some SEMH and SEND needs, allowing them to be successful within the classroom.</p> <p>Notice boards and discussion of the Mile Challenge in assemblies.</p> <p>Visit of local sports teams.</p> <p>Sportspeople to be used in assemblies to promote school vision and values – use of the Olympics and Paralympic games.</p>	<p>PE is used more flexibly across the curriculum and opportunities are made to link this to other curriculum areas.</p> <p>Assemblies involving sports personalities have encouraged children to relate PE to the broader values of the school.</p>	<p>The reintroduction of Playpods next year will support the raised profile through developed structured play.</p> <p>Assemblies will continue in 2021-2022 to have a sporting theme, linked to the wider school vision and values.</p>

Wider range of after-school clubs to be promoted and set up.	PE lead has created links with external agencies to promote different extra-curricular opportunities: dodgeball, gymnastics, football, multiskills. These are aimed at all year groups and were introduced despite the bubble restrictions of the 2020-2021 academic year.	Take-up of after-school clubs has been mixed, with the pandemic at least partly responsible. A number of different clubs have run and these have been very successful in increasing the profile of PE within the school.	Continue to develop the engagement with, and participation in, the after-school clubs and extra-curricular PE.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Intent	Implementation	Impact	Sustainability/Next Steps
Specific PE staff to receive training to develop their skills in teaching PE and swimming.	PE staff have received training with a particular focus on swimming. PE TA also employed and works collaboratively with other staff to develop teacher skills. Team teaching of PE with some staff to develop their skills teaching different areas of the PE curriculum independently. PE specialist receives updates from local authority network PE specialist coaches and guides staff in a particular unit before they teach this independently to support with subject knowledge.	High-quality swimming teaching was provided to the Y6 cohort and plans are now in place to expand this to the whole of KS2. Team teaching is increasing confidence of other staff to teach PE.	Continue to use specialist staff to develop other teacher's PE skills. Swimming to continue across KS2 with a plan now in place.

PE curriculum to be developed by trained staff to allow all staff to feel more confident teaching high-quality PE lessons.	PE curriculum audited by PE specialist and weaker units improved and developed. High-quality planning is in place to ensure progress between units. Assessment in PE also in place to identify those pupils in need of additional support.	PE curriculum is now developed and high-quality planning is allowing children to achieve at a higher standard. Progression between year groups is clear in units and the skills expected to be achieved are assessed against.	Improved curriculum is sustainable as it allows for progression in future years. Continue to develop other opportunities to build capital into the PE curriculum.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Intent	Implementation	Impact	Sustainability/Next Steps
Allow children the opportunity to experience different sports, possibly introduced through external visitors.	Shelford Rugby Club visited to give Year 5 Taster sessions. One-off lessons to celebrate particular opportunities. Curriculum map to be looked at and ensure each year group is receiving a breadth of experience.	Covid limited the impact of these external visitors but this can be addressed in future academic years. Curriculum map has been adjusted to ensure breadth of coverage and a range of physical experiences in each year group.	Continue to explore opportunities to broaden visitors and develop existing links (ie with rugby clubs)
Expansion of extra-curricular opportunities.	Plan for a range of physical (and non-PE) after-school clubs. Promote these clubs through assemblies. Liaise with Inclusion to support disadvantaged families in accessing these clubs.	Range of extra-curricular clubs were planned with gymnastics and football particularly successful – take up of some of these clubs was mixed.	Continue to work on promoting these clubs to develop greater levels of engagement.

Key indicator 5: Increased participation in competitive sport

Intent	Implementation	Impact	
Reintroduce Sports Day and Sporty Fun after the school closure in 2020.	Sports Day taking place, with regard to Covid restrictions. Develop fair sense of competition within this and promote this during lessons beforehand.	Sports Day took place and a sense of fair competition was reintroduced through the House system.	Look at new opportunities to introduce competition across the curriculum and restart the cross-class sport festivals that were stopped due to Covid restrictions.

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