



Ullesthorpe CE Primary School Sports Funding Impact and Analysis Statement

The following pages are tables showing the impact of Government Sports Funding for 2020-2021



Ullesthorpe CE Primary School

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Background:

The Government has provided funding until 2021 to provide schools with new, substantial funding to make additional and sustainable improvements to the quality of the physical education [PE], physical activity and sport offered through their core budget. All schools receive a lump sum of £16,000 plus an additional £10 per pupil. This funding is being jointly provided by the Department for Education, Health and Culture, Media and Sport. It is allocated directly to schools so they have the flexibility to use it in the way that works best for their pupils to improve the quality of sport and PE. The premium is used to secure improvements in the following five key indicators:

1. Engagement of all pupils in regular physical activity
2. Profile of PE and sport is raised across the school as a tool for whole-school improvement
3. Increased confidence, knowledge and skills of all staff teaching PE and sport
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport

The sport funding can only be spent on sport and PE provision in schools. Additionally, OFSTED will play a significant role in ensuring that schools target this funding in areas which will lead to clear outcomes in raising standards and opportunities in PE and school sport for all children throughout the Primary Phase.

We are proud of the PE curriculum and sporting opportunities that we have on offer at Ullesthorpe CE Primary School. We believe the purpose of physical education is to be inclusive and achievable for all. We hope through high quality teaching, we inspire and motivate children to be active in the lives, aiding them to become physically confident through the teaching of key fundamentals. We encourage experiences of a range of activities that help children to understand the importance of living a healthy lifestyle and partaking in regular exercise. Children should have access to opportunities in which they can apply the skills they have learnt in competitive situations, either individually or a part of a team. In result of this, children have the opportunity to learn key values that are pertinent in other areas of their lives such as teamwork, resilience, respect, determination and fair play that can be taught, promoted and applied in an active way. Additionally, we believe that PE plays a key role in educating students holistically. Research supports the significance of physical development in an education setting. The healthy, physically active child is more likely to be academically motivated, alert and successful. We recognise that quality physical education teaching is essential in helping to develop our pupils motor skills, physical fitness and understanding of concepts that foster lifelong healthy lifestyles.

Key achievements to date until July 2021:

- A raised profile of sport across the school – children can talk about their achievements both in physical literacy and personal aspects of character.
- Increase of a variety of equipment to support an active lifestyle during breaks and lunchtimes.
- Increase in a variety of equipment to facilitate the education of other sports.
- The implementation of a new scheme of PE which focuses on key values that develop character.
- Employment of a high quality specialist PE practitioner (Katie Dawkins) to aid staff with CPD and support the development of PE across the school.
- Engaging with the school sports partnership team to deliver quality and effective interventions. Training for Big Moves for all EYFS children -physical development baselines for children in Foundation Stage. Year 5/6 children who were identified as needing increased support in physical activities took part in Inclusive Club with sports including Boccia and New Age Kurling
- During the COVID lockdown, sport was a significant focus. Parents were contacted with ideas to support children in sustaining a healthy, active lifestyle and children were able to compete in virtual competitions.
- All children have access to the home learning portal 'Real at home' so that adults at home can continue with activities from school and help to build children's physical literacy.
- Whole school challenges related to physical activity – these have been developed and delivered by the school Wellbeing Ambassadors.
- Before and after school physical activity provided for both KS1 and KS2 in the Summer term.
- Increase in equipment including balance bikes, building blocks, balance boards and scooters to meet the requirements of the new Early Years curriculum.
- Forest School completed with children identified as those who would benefit from Year 3 and 4.
- EVC training completed so that sporting fixtures and physical activity outings can be managed.

Areas for further improvement and baseline evidence of need:

- Develop and implement a whole school assessment framework for PE.
- Speak to School Games Organiser about implementing a way to track pupil activity - look at using 'The Active School Planner'.
- Continue to engage with SLSSP and the activities and interventions offered.
- Support staff in their teaching of curriculum and competitive sport with a high quality specialist practitioner.
- Reintroduce 'Happy Lunchtimes' and ensure staff are trained.
- To develop links with the local community and arrange for local sports clubs to come to school to give taster sessions for the children to experience.
- To continue forest school provision for a wider target group of children in the school who will benefit.
- Look at developing a Sports Council/Sports Leaders and inter competitions with Sharnford School.
- Develop the work of Wellbeing Ambassadors across the school.
- Offer more afterschool school clubs to increase competitive participation.
- Continue to raise the profile of PE and improve parental communication across the school social media pages.
- School PE kit required so that all have appropriate clothing to take part.
- All staff to have the appropriate clothing to deliver PE to help support role modelling for pupils.
- Focus on the continuing development of staff confidence in teaching a range of curriculum sports.

Did you carry forward an underspend from 2019-2020 academic year into the current academic year?

Yes * Delete as applicable

Total amount carried forward from 2019/2020	£11666.70
+ Total amount for this academic year 2020/2021	£16820.00
= Total to be spent by 31st July 2021	£28,486.70

Meeting national curriculum requirements for swimming and water safety:	Please complete all of the below:
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 children may swim in another year please report on their attainment on leaving primary school.	87%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke?	93%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	73%
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

Academic Year: 2020/2021		Total Fund Allocated: £		Date Uploaded:	
Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school					Percentage of Total Allocation: 22.56%
Intent		Implementation		Impact:	
School focus with clarity on intended impact on pupils:		Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> To provide more focus on physical activity to ensure children increase their activity to at least 30 minutes a day. 		<ul style="list-style-type: none"> Purchase new PE equipment for playtime and lunch time. 	£590.60	<ul style="list-style-type: none"> KS1 staff feel confident to deliver exciting opportunities for play during playtime and lunch time. Pupil voice collected and children are happy with the different ways they can play. 	<ul style="list-style-type: none"> Find/create a tracking system to monitor activity during break and lunchtimes.
<ul style="list-style-type: none"> Big Moves Programme for Foundation children. 		<ul style="list-style-type: none"> A 6 week block of weekly sessions to be delivered by a specialist Movement Coach, supported by school staff who reinforced the programme through regular activities with targeted pupils throughout the duration of the project. The assessment will be repeated at the end of the block of activities to 	Included in SLSSP buy in	<ul style="list-style-type: none"> After completing the Initial Assessment, 87% of students scored less than 5 in Week 1 of the Project, therefore not meeting the requirements to pass the Assessment. However, on week 6, 53% of children were able to do 5 or more movements and meeting the requirement to pass the Assessment. This is an improvement of 35% compared to week 1. 73% of children made an improvement of movements by week 6, with an average increased on 2 moves compared to week 1. 	<ul style="list-style-type: none"> Continue to take part in the Big Moves programme

	ascertain the impact on the children involved.			
<ul style="list-style-type: none"> To provide more opportunities for active cross curricular lessons. 	<ul style="list-style-type: none"> Permanent cross-curricular orienteering course set up around school grounds. 	£1595.00	<ul style="list-style-type: none"> Teachers are trained and ready to use for next academic year. 	<ul style="list-style-type: none"> Outdoor learning sessions feature each week. Monitor teacher's planning for use of orienteering equipment in KS2. Monitor pupil voice for engagement and enjoyment.
<ul style="list-style-type: none"> School to offer a range of before and after school clubs to increase participation in physical activity. 	<ul style="list-style-type: none"> Monitor children's activity and participation in sport through an assessment tracker. Specialist PE practitioner to run a school club of different sports. 	Included in Real PE subscription £1070.17	<ul style="list-style-type: none"> Further investigation of an activity tracker needs to take place – a new assessment tracker has been trialled and shared with staff. Wake and Shake before school attendance was high. Parents were able to participate. Afterschool athletics club offered to KS1 and KS2 with full uptake of places. 	<ul style="list-style-type: none"> Continue to offer before and after school clubs. Increase the variation in clubs on offer.
<ul style="list-style-type: none"> To upgrade and repair playground markings and equipment around school so that they are inviting and support development of fundamental movement skills. 	<ul style="list-style-type: none"> Make repairs to the basketball hoops and provide safe places for outdoor physical learning to take place. Ensure gym mats are safe for use 	£809.00 £140.41	<ul style="list-style-type: none"> The areas are safe to use and for children to play freely. There are more opportunities for them to be physically active during lunch times. Gym mats repaired and can be safely used and stored. 	<ul style="list-style-type: none"> Continue to monitor equipment and areas children use to ensure they are safe at all times.

	<p>and are stored within safety regulations.</p> <ul style="list-style-type: none"> Resurface the faded playground markings and add a new fundamental movement activity trail. 		<ul style="list-style-type: none"> Resurface not done due to provider issues. 	<ul style="list-style-type: none"> Remark playground markings and add fundamental movement activity trail with new provider.
<ul style="list-style-type: none"> Improve the quality and range of equipment for Foundation and KS1 so that they are able to have an outdoor area that promotes physical activity. 	<ul style="list-style-type: none"> Provide equipment that encourages children to develop fundamental movement skills (agility, balance, coordination) and communication skills 	£2220.36	<ul style="list-style-type: none"> Pupil voice collected and has shown an increased use and enjoyment of their outdoor space. Staff have noticed an increase in children's confidence to 'have a go' with physical activities in their play and outdoor exploration. 	<ul style="list-style-type: none"> Continue to monitor pupil voice. Maintain equipment so that it is safe and is used in a way that continues to promote the development of fundamental movement skills.

Key indicator 2: The profile of PESSPA is raised across the school as a tool for whole-school improvement				Percentage of Total Allocation:
				0%
Intent	Implementation		Impact:	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Profile of sport to be enhanced across the school through more effective communication. 	<ul style="list-style-type: none"> Regular updating of school newsletters, sports notice boards, certificates, medals and trophies. 	N/A	<ul style="list-style-type: none"> Pupil/parent surveys to be collated to assess view of sports across the school through various ways. 	<ul style="list-style-type: none"> Create a sports column on the weekly newsletter. Continue to update parents through the website and social media.

			<ul style="list-style-type: none"> Parents have access for Real PE at home – active sessions that can be done at home with no specialist equipment. 	<ul style="list-style-type: none"> Continue to monitor how many parents are accessing Real PE at home.
<ul style="list-style-type: none"> Celebration assembly each week to include sports awards or/and announcements so the rest of the school are aware of the importance of PE and sport. This will encourage more children to get involved. 	<ul style="list-style-type: none"> School competitions throughout the year for all children to participate in. To continue to build and update the trophy shelves to celebrate achievements of school sports teams and individual children. Stickers for good performance in PE to be given out in lessons. Sporting events over the year for all children to participate in. 	N/A	<ul style="list-style-type: none"> Pupil voice to be collated to see if children would enjoy celebrating PE recognising for their sporting talents each week in assembly, during PE lessons and on the newsletters. Children also spoke to governors about their physical activity in school. 	<ul style="list-style-type: none"> Create a sports column on the weekly newsletter. Continue to update parents through the website. Continue to update parents through the schools Facebook page.
<ul style="list-style-type: none"> Use of learning nutrition document (from Real PE) across all areas of the school day. 	<ul style="list-style-type: none"> Recognising when children are using skills from the six 'cogs' and relating back to how this 	N/A	<ul style="list-style-type: none"> Staff meetings – agreed target nutrition statements for the school to focus on. Pupil voice collected – shows that children recognise how skills they learn in PE help them 	<ul style="list-style-type: none"> Continue to set whole school targets using the 'Learning Nutrition' document. Continue to monitor pupil voice.

	<p>helps them develop.</p> <ul style="list-style-type: none"> Using PE as an area teachers can develop children's creativity and independence. 		<p>develop as learners in other areas of their school life.</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of Total Allocation:
				23.88%
Intent	Implementation		Impact:	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> To improve teaching and learning of PE and help support monitoring of pupil's physical activity levels. 	<ul style="list-style-type: none"> As a school, we have bought into REAL PE to aid teachers with the delivery of high quality PE teaching that focuses on key movement and physical development. As a school we have employment of specialist PE practitioner to deliver CPD training to teachers across the school. 	<p>£130.00</p> <p>£3800.00</p>	<ul style="list-style-type: none"> The impact of CPD by the specialist PE practitioner has been assessed through feedback from Staff. Staff feel more confident in delivering lessons and teaching of knowledge and skills in a progressive sequence. Quality of lessons have improved increasingly from observation of the specialist PE practitioner. Staff feedback has been extremely positive. Staff are much more confident in delivering PE due to the CPD provided. 	<ul style="list-style-type: none"> To continue to embed the new scheme of REAL PE and have all new staff members trained up. Implement the new tool for assessing – using the Assessment Wheel from Real PE. Begin tracking participation, uniform, lesson plans for the delivery of PE games – possibly 'Active School Planner'. Drop in lesson observations by PE Lead & Head Teacher will take place to evidence the quality of PE lessons. These lessons observations will also assess pupils progress from starting points and will be evidenced through assessment documents.

				<ul style="list-style-type: none"> Pupil feedback will be gathered to view if there has been positives and all pupils enjoy the lessons.
<ul style="list-style-type: none"> Train PE lead so that they are confident in moving the school forward and providing the best opportunities for pupils including out of school competitive sport. 	<ul style="list-style-type: none"> Lead to take part in 3 training sessions provided by Create Development (9 hours total). Lead to focus on raising the profile and enjoyment of physical movement and an increasing staff and pupil knowledge of physical literacy. EVC training so that sporting events can be taken part in safely. 	£2874.54	<ul style="list-style-type: none"> Staff CPD run and feedback was positive. Next steps for whole staff discussed and decided. Trialled new assessment tool – to be implemented across school in the next academic year. Staff have been supported to understand the 7 ‘Learning Nutrients’ that make up effective physical learning and will be monitored and supported in developing these. 	<ul style="list-style-type: none"> Continue to monitor next steps and area of focus for teaching – based on ‘Learning Nutrients’ document. Support staff in developing their practice and confidence. Provide support in using the new assessment tool.
<ul style="list-style-type: none"> Support staff supported Specialist Teacher providing before school Wake and Shake. 	<ul style="list-style-type: none"> Support staff to observe in preparation for running the club next academic year. 	N/A	<ul style="list-style-type: none"> Support staff feel confident that they will be able to plan and deliver the club. 	<ul style="list-style-type: none"> Monitor the clubs sessions. Keep a record of attendance. Pupil voice to be collected.
<ul style="list-style-type: none"> Reintroduce Happy Lunchtimes 	<ul style="list-style-type: none"> Ensure staff are up to date with their training. Ensure we have appropriate 	Not completed	<ul style="list-style-type: none"> Collect staff voice from those who support during lunch times. 	<ul style="list-style-type: none"> Due to class and key stage bubbles ‘Happy Lunchtimes’ has not had sufficiently trained staff this year. Ensure that all staff supporting

	equipment for lunchtimes.		<ul style="list-style-type: none"> Collect pupil voice – what would children like to have available at lunch times. 	lunch times have had training in the next academic year.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of Total Allocation:
				18.3%
Intent	Implementation		Impact:	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Increase the offer of a wide range of activities both within and outside the curriculum to involve an increasing number of children. Focus particularly on those pupils who do not take up the additional offer of PE and Sports clubs. 	<ul style="list-style-type: none"> Forest school – Year 3/4 Inclusive club run by SLSSP 	<p>£4029.65</p> <p>Included in SLSSP buy in</p>	<ul style="list-style-type: none"> Forest school well stocked with all equipment that will allow the provision to continue safely. Pupil voice from those children who take part to be collected. Children will feel confident in the skills they learn and this will impact on their school life more widely. Children who are less active will show an increased willingness to participate in active sessions. Children will have exposure to sports they are unfamiliar with. 	<ul style="list-style-type: none"> Forest school to open up to a larger amount of children. Continued monitoring of pupil voice and the impact on whole school life. Continue to engage with interventions offered by SLSSP.
<ul style="list-style-type: none"> Provide high-quality coaching to support the development of key sports across the year. 	<ul style="list-style-type: none"> Teacher training – Chance to Shine Cricket Programme (6 weeks) 	N/A	<ul style="list-style-type: none"> To help support Staff in being more confident in delivering high-quality cricket sessions, also for pupils to gain a good grasp of key knowledge and skills of Kwick Cricket. KS2 pupil voice will be gathered to show if all pupils enjoy 	<ul style="list-style-type: none"> Look at offering cricket as an after school club. Ensure provision is available for next year.

			cricket and understand key movements and sequencing.	
<ul style="list-style-type: none"> Provide KS1 children with the opportunity to develop balance and coordination through biking. 	<ul style="list-style-type: none"> Mini bikers course for KS1 and the purchase of 4 balance bikes for ongoing use. Children will have access to a suitable balance bike and four 30 minute training sessions with a coach. 	£950.00	<ul style="list-style-type: none"> Children will have the equipment to meet the physical learning expectations in the new EYFS curriculum. Pupil voice will be gathered to show that children have enjoyed sessions and confidence on bikes has increased. 	<ul style="list-style-type: none"> Staff to continue coaching using the school balance bikes. Create a 'KS1 bike ride' event to be watched by parents and the rest of the school.
<ul style="list-style-type: none"> Offer KS2 pupils the opportunity to explore methods of active travel 	<ul style="list-style-type: none"> Bikeability course for Year 6 which will help children to: <ul style="list-style-type: none"> -Understand how an active lifestyle can support emotional health. -Enjoy recreational cycling with friends and family. -Increase confidence, decision-making and self esteem. -Develop perseverance and resilience. 	N/A	<ul style="list-style-type: none"> 80% uptake from Year 6 Pupil voice collected shows that children feel more prepared to safely enjoy cycling as an activity for both fitness and enjoyment. 	<ul style="list-style-type: none"> Continue to offer Bikeability to Year 6 pupils. Look for competitions linked to active travel.
<ul style="list-style-type: none"> Provide KS2 children with opportunities to build teamwork 	<ul style="list-style-type: none"> Team building sessions with 	Included in SLSSP buy in	<ul style="list-style-type: none"> Pupil voice showed an increased understanding from 	<ul style="list-style-type: none"> Continue to engage with SLSSP in providing opportunities for developing teamwork.

skills and challenge themselves physically and mentally.	<p>Kieran Harding from SLSSP.</p> <ul style="list-style-type: none"> Go Ape day for Year 6 with team building activities. 	£234.52	<p>pupils about the importance of teamwork.</p> <ul style="list-style-type: none"> Children had the opportunity to work and develop communication with people from outside their school. All children took part in the High Ropes activities including those with additional needs. 	<ul style="list-style-type: none"> Look for other opportunities for children to work with pupils from other schools, including within our Hub.
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Key indicator 5: Increased participation in competitive sport				Percentage of Total Allocation:
				9.13%
Intent	Implementation		Impact:	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Increased participation in competitive sports. 	<ul style="list-style-type: none"> Full buy in with SLSSP. 	£2600.00	<ul style="list-style-type: none"> School has achieved the Bronze School Games Mark. Pupils took part in the Quad Cup – remote competition ran by SLSSP. 	<ul style="list-style-type: none"> Apply for School Games Mark (achieve Silver) Continue to engage with SLSSP membership, work with the other hub schools so that we can make joint teams to enable more participation in team competitions. Develop Sports Leaders who can work with those at Sharnford School to develop, promote and run inter competitions each term. Work closely with Sharnford School to make sure we have sufficient numbers to take part in inter competitions in each sport and age category.

<ul style="list-style-type: none"> ● Increased intra competition with whole school challenges. 	<ul style="list-style-type: none"> ● Introduce whole school physical activity challenges and competitions. 	N/A	<ul style="list-style-type: none"> ● School ran 28 miles in February competition during the second lockdown. ● Pupil and parent voice has shown that families enjoyed the opportunity to have a focussed physical activity to do together. ● Fitness Fridays were run during lockdown with different challenges set to the whole school and recognition given to those who took part during whole school celebration assembly. 	<ul style="list-style-type: none"> ● Wellbeing Ambassadors and Sports Leaders to work together in developing competitions for whole school participation. ● Continue to communicate these to parents and gain parental voice.
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Signed off by:	
Head Teacher	<i>E. Prokopczyk</i>
Date	22.7.21
Subject Leader	<i>J Bostock</i>
Date	14.07.2021
Governor	
Date	