



**HALE CE**  
PRIMARY SCHOOL

## PE and Sports Premium Spending Report 2021/22

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Children have been put into colour sports teams across the school for cross school competitions and sports days.</li> <li>• Appropriate resources have been sourced to support the intended curriculum delivery.</li> <li>• A range of before school and after school clubs have run to</li> </ul>	<ul style="list-style-type: none"> <li>• Review the provision of PE throughout the school.</li> <li>• Explore the opportunities for CPD using external training where appropriate.</li> <li>• Extend the provision of outdoor equipment for use at play times.</li> <li>• Increase the opportunities for leadership of PE and games within the UKS2 cohorts.</li> <li>• Increase links with community sports organisations.</li> <li>• Introduce more clubs for children to attend after school.</li> </ul>

<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.</p>	<p>Covid has hindered our ability to access the children's swimming competency.</p>
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?  <b>N.B.</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 2022.</p>	<p>%  Unknown at this time – covid restrictions prevented planned hire of pool Autumn term 21.</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>% Unknown at this time – covid restrictions prevented planned hire of pool Autumn term 21</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>%  Unknown at this time – covid restrictions prevented planned hire of pool Autumn term 21</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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	<p>Yes/<b>No</b></p>

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## 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.

<b>Academic Year:</b> 2021/22		<b>Total fund allocated:</b> £17 700		<b>Date Updated:</b> July 2022	
<p><b>Key indicator 1:</b> 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</p>					<p>Percentage of total allocation:</p> <p>11%</p>
Inten t	Implementatio n		Impac t		
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:
<ul style="list-style-type: none"> <li>Extend the provision of outdoor equipment for use at play times.</li> <li>Train midday supervisors to lead children in lunchtime activities.</li> <li>Recruit and train UKS2 play leaders to encourage active play at lunch and play times as well as run Halton Virtual Games Personal Challenges.</li> </ul>	<ul style="list-style-type: none"> <li>Each year group will have their own storage facility to house their own equipment for use at lunch and play times. These will have a range of equipment for both team and individual activities.</li> <li>New and existing midday supervisors are to have new training to ensure that they can lead and supervise meaningful</li> </ul>		<p>£1500</p> <p>£350</p>	<p>This portion of the budget has been spent on equipment boxes for each year group and two storage sheds for outdoor equipment.</p> <p>More midday supervisors have been recruited and the playground area has been organized to make supervision of playground games more effective.</p>	<p>The playground equipment has been used very widely throughout school and the equipment has been ably managed by children in year six.</p> <p>There has been high wear on the equipment and quite a lot has been broken. This equipment will have to be replaced.</p>

	<p>playtime activities.</p> <ul style="list-style-type: none"> <li>• PE coordinator to identify and recruit suitable play leaders for roles at break and lunchtimes. Ensure that there are enough children to rotate this role.</li> </ul>	<p>Hats/tabards for play leaders £150</p>	<p>The children do lead activities for the children although play leader roles have not been fully established.</p>	<p>Year 5 children to be trained by sports coaches to take onto this role and lead activities across the school Autumn 22</p>
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<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 2%
<b>Inten t</b>	<b>Implementatio n</b>		<b>Impac t</b>	
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:
<ul style="list-style-type: none"> <li>Encourage staff to use Twitter to publish evidence of the work they are doing in PE using the hashtag #hale_pe</li> <li>Individual and group achievements to be celebrated via seesaw and school newsletter.</li> <li>School will endeavor to take part in as many inter school competitions as possible.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor school twitter to ensure that sufficient PE based content is being shared.</li> <li>Train Play Leaders to blog on the School Games Website.</li> </ul>	£400 for membership of School Games organization.	Work in PE is evident on Twitter.	Establish a system with the play leaders that allows them to blog on the School Games Website.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				5%
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:
<ul style="list-style-type: none"> <li>Allow teaching staff to gain confidence and experience with respect to the teaching of PE.</li> </ul>	<ul style="list-style-type: none"> <li>Access CPD for teaching staff and support staff where appropriate.</li> <li>Arrange for teaching staff to observe lessons given by TQ Sports.</li> <li>Liaise with Joe Obiro to arrange face to face training.</li> </ul>	Cost of supply cover to release teachers.  Approx. £1050	COVID-19 restrictions made CPD.  The PE coordinator has observed and team taught with TQ sports.  As TQ Sports has delivered a large proportion of the PE lessons this year, most teachers have had the chance to observe these lessons but not all have then gone on to deliver their own lessons based on what they have observed.	In the coming year, I would like to make better use of our outside PE provider. I have observed and team taught with the sports coach. I have found it extremely useful, and it has informed my teaching practice very effectively. It would be very beneficial to other teaching staff, if they could do more of this.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				35%
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:
<ul style="list-style-type: none"> <li>• Purchase new equipment to allow new sports to be introduced. These could include: golf, speed stack, yoga mats.</li> <li>• Ensure that existing equipment is in good working order and there is enough for whole class teaching.</li> <li>• Forest School resources and sessions. Children across the school throughout Summer Term. Focus on mental wellbeing and “outdoor and adventurous” aspects of PE.</li> <li>• EYFS physical development resources for outdoors.</li> <li>• Employ expert coaches to help expand the range of activities that children can access through the PE curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Audit the PE equipment in the stock cupboard in order to assess whether complete sets of existing equipment are in working order and good condition to ensure that all activities and sports can be taught effectively.</li> <li>• Find prices for new equipment and arrange purchase.</li> <li>• Forest School – separate plan.</li> <li>• Use an expert dance teacher to improve outcomes for the dance curriculum.</li> <li>• Employ TQ Sports to deliver the PE curriculum in years 1,2,3 and 4.</li> </ul>	<p>£2500</p> <p>Contribution to Forest School resources and session £2000</p> <p>EYFS £800 climbing tunnel and small scale equipment</p>	<ul style="list-style-type: none"> <li>• We now have a complete class set of golf equipment including left handed clubs.</li> <li>• The sports coach and dance teacher have brought a level of expertise and a depth of knowledge to their lessons, which would be very hard for a class teacher to match and the children have benefitted greatly from this increased range of ideas and pedagogical expertise.</li> </ul>	<p>These purchases have been extremely beneficial, as the children have had access to high quality equipment to support their learning. We will continue to identify areas of the curriculum which can be enhanced by new equipment in the following years.</p> <p>We intend to keep our outside providers for the next academic year and liaise closely with them to expand the curriculum further. One particular focus of the PE curriculum which we intend to expand is</p> <p>Outdoor Adventurous</p>



		Dance Teacher £900		Activities.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				8 %
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:
<ul style="list-style-type: none"> <li>Compete in Halton School Games competitions and festivals. While these are virtual events, they will be accessed by the whole school through PE lessons (as suggested by SGO).</li> <li>Take part in events organized by WPSSA such as the annual cross country.</li> <li>Use lunchtime and after school clubs to create teams within year groups and key stages so that we can create intra school competition. Netball, Hockey, Golf, Football, Bench Ball, Speed Stack.</li> </ul>	<ul style="list-style-type: none"> <li>As soon as face to face competition is reintroduced, try to increase the number of year groups and sports that are represented.</li> <li>Try to allow class teachers to accompany their year groups to tournaments so that they can gain experience and understanding of the inter- school sports environment.</li> </ul>	<ul style="list-style-type: none"> <li>£400 for membership of the School Games organization.</li> <li>Cost of supply cover to release class teachers. £600</li> <li>Transport to events £500</li> <li>Cost of TQ to cover after school clubs £480</li> </ul>	<ul style="list-style-type: none"> <li>After sports clubs have been delivered by TQ Sports. Engagement and enjoyment has been high.</li> </ul>	<p>We will continue to use TQ sports to run after school clubs.</p> <p>Staff will also be encouraged to run before and after school clubs with a focus on physical activity. .</p>

Signed off by	
Head Teacher:	Emma Fenton
Date:	September 22
Subject Leader:	Helen Mason
Date:	September 22
Governor:	
Date:	

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