



Fairfield Spencer Academy – PE and Sport Premium Funding 2021-2022

At Fairfield Spencer Academy, we are passionate that all young people should have the opportunity to live healthy and active lives. A positive experience of sport and physical activity at a young age can build a lifetime habit of participation.

Physical activity has numerous benefits for children and young people's physical health, as well as their mental wellbeing (increasing self-esteem and emotional wellbeing and lowering anxiety and depression), and children who are physically active are happier, more resilient and more trusting of their peers. Ensuring that pupils have access to sufficient daily activity can also have wider benefits for pupils and schools, improving behaviour as well as enhancing academic achievement.

Our PE and Sport Vision

Our mission is to embed PE within the foundations of our school. Our children will have a wide sporting repertoire which will enable them to perform a variety of physical activities, gain physical fitness knowledge and develop an intrinsic motivation to pursue a healthy and active lifestyle.

"Don't mind us, we are busy growing brain cells!"

Aims:

- Every child in Key Stage 1 and 2 to have the opportunity to participate in at least 60 minutes of physical activity a day, of which 30 minutes will be in school, thus developing good levels of fitness
- Foundation stage children to acquire fine and gross motor skills through a variety of physical development activities
- Every child to be given the opportunity to attend a variety of extra-curricular clubs
- Key Stage 1 and 2 children to be given the opportunity to attend a variety of intra and inter – school competitions
- Children to further develop positive, resilient and proactive attitudes to leading a healthy lifestyle
- To give the children positive experiences to promote lifelong participation in sport and exercise
- To give children opportunities to aspire to become elite athletes

Extra-Curricular Clubs

Fairfield Spencer Academy works hard to provide lots of different extra-curricular opportunities. Extra-curricular clubs include: football, cricket, netball, dance, running, multi-skills, and Drumba.

Alongside this, we are working hard to encourage more children to participate in competitions. The opportunities for competition include: basketball, sports hall athletics, dance, netball, dodgeball, rounders, cricket and multi-sports.

The purpose of the PE and Sport Premium

The premium will be used to fund additional and sustainable improvements to the provision of P.E and sport in the 2021-2022 academic year.

We will use the premium to:

- develop or add to the PE and sport activities that we already offer
- build capacity and capability within the school, to ensure that improvements made now will benefit pupils joining the school in future years

Using the PE and Sport Premium we will use the funding to:

Key indicator 1: Continue to ensure the engagement of all pupils in regular physical activity - in at least 60 minutes of physical activity a day, of which 30 minutes will be in school by:

- providing targeted activities or support to involve and encourage the least active children
- encouraging active play during break times and lunchtimes
- broadening the variety of school sports clubs offered
- promoting and establish our active mile initiative
- provide additional swimming provision targeted to pupils not yet meeting the swimming requirements of the national curriculum

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement by:

- actively encourage pupils to take on leadership roles that support the delivery of sport and physical activity within the school, as a result, helping prepare them for secondary school
- embedding physical activity into the school day through encouraging active travel to and from school, active break times and holding active lessons and teaching

Key indicator 3: Continue to increase confidence, knowledge and skills of all staff in teaching PE and sport by:

- providing staff with professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively
- hiring qualified sports coaches and PE specialists to work with teachers to enhance or extend current opportunities

Key indicator 4: Continue to provide a broad experience of a range of sports and activities offered to all pupils by:

- introducing a new range of sports and physical activities to encourage more pupils to take up sport and physical activities
- partnering with other schools to run sports and physical activities and clubs

- providing more and broadening the variety of extra-curricular activities after school in the 3 to 6pm window, delivered by the school or other local sports organisations

Key indicator 5: Continue to raise increased participation in competitive sport by:

- increasing and actively encouraging pupils' participation in the [School Games](#)
- organising, coordinating or entering more sport competitions or tournaments within the school or across the local area, including those run by sporting organisations

For more information visit: <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools>

Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£2900
Total amount allocated for 2020/21	£21,650
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£21,630
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£21,630

Swimming Data

Please report on your Swimming Data below.

<p>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</p>	
<p>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 2022. Please see note above</p>	75%
<p>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</p>	62%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	75%
<p>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?</p>	Yes

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: 2020/21	Total fund allocated:	Date Updated:		
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: 58%	
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
1.1 - For children to know the importance of regular physical activity and be able to identify their own level of physical activity.	<ul style="list-style-type: none"> Identify the least active children through the Wellbeing Compass. Include least active children in positive play activities: <ul style="list-style-type: none"> *Classes to take part in the Daily Mile daily *Conduct pupil voice to find out what physical activity these identified children enjoy *Promote involvement in clubs linked to pupil voice outcomes *Lunchtime positive play stations linked to pupil voice outcomes *Nurture playtimes to encourage activity 	£1400	<p>Pupils are able to identify the impact and importance of regular physical activity. The recognise in themselves their engagement in this. The Wellbeing Compass data shows an overall rise in score for pupil voice questions relating to physical activity.</p> <p>Nurture lunchtimes encouraging active play/positive play have allowed children to be involved in kind/friendly lunchtime activities. This has resulted in less incidents of poor behaviour.</p>	<p>The Wellbeing Compass continues to provide us with important data with regards to children's perceived physical activity. It also helps us to identify children for intervention.</p> <p>Ensure positive play plan is built into the staffing structure for academic year 2022-2023.</p>
1.2 - For children to have access to a range of options to ensure they are motivated to take part in regular physical activity.	<ul style="list-style-type: none"> Explore ways to include physical activity in 'free' times of the day (before school, break time, lunchtime, after school and holiday clubs) School DRUMBA instructors are 	£5800	<p>Additional playtime equipment and adult led games evident on 100% of breaktimes.</p> <p>Children are engaging in games to develop their team skills, balance,</p>	Ensure relevant new staff in the 2022-2023 staffing structure are adequately trained to lead positive play.

Created by:



Supported by:



	<p>trained and weekly staff sessions held in Autumn term to ensure consistency and quality in the teaching of DRUMBA.</p> <ul style="list-style-type: none"> To provide a cross-curricular lesson promoting physical activity where children's heart rate is raised(Drumba) 		<p>coordination and are physically active at breaktimes and lunchtimes.</p> <p>Both KS1 and KS2 playground have adult lead games with equipment and an additional adult led ball game.</p> <p>Pupil voice shows that children enjoy their DRUMBA lessons. They reported that in these lessons they get out of breath and sweaty and they can link this to the health benefits of physical exercise.</p> <p>46 children across Y4 and Y5 have applied to become Junior DRUMBA instructors in the 2022-23 academic year proving the confidence and enjoyment that children gain in the sessions.</p>	<p>Build on the school's sustainable use of DRUMBA by training Junior DRUMBA instructors to build capacity in the school's offer.</p>
<p>1.3 – For children to know the end of KS2 expectations for swimming and to be able to:</p> <ul style="list-style-type: none"> *swim competently, confidently and proficiently over a distance of at least 25 metres *use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] * perform safe self-rescue in different water-based situations 	<ul style="list-style-type: none"> Provide additional swimming provision targeted to pupils not yet meeting the swimming requirements of the national curriculum for Years 5 and 6. <p>Purchase spare swimming kit for families to borrow.</p>	<p>£3570</p>	<p>Following additional swimming sessions, there was a rise of ??% in children meeting the end of KS2 standard.</p> <p>No child left out of PE sessions due to cost of swimming kit. Children were all able to access the swimming sessions.</p>	<p>To raise the percentage of children passing the ends of KS2 standards with the expectation that 100% of children can meet the standard. Additional swimming lessons to be provided for children who do not meet the standard by the end of Autumn term in Year 6.</p>

1.4 Increase engagement in outdoor learning	<ul style="list-style-type: none"> Ensure all children take part in Forest School sessions across the school year. Purchase equipment for physical activity within Forest School provision Staff to partake in Forest School training 	£2075	All children across school attended a minimum of 2 Forest Schools sessions. Children developed skills in the outdoor area whilst being physically active.	Ensure timetabling of Forest School trained staff can build capacity for the Forest School activities to run more frequently including during playtime and lunchtimes.
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Percentage of total allocation: 6%
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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:
For children to lead PE/SS/PA at breaktimes and lunchtimes	Use the Better Lunchtimes Mark to improve lunchtime activity <ul style="list-style-type: none"> Pupils take part in training Bibs/Jumpers/T-shirts ordered to identify children during playtimes/lunchtimes Pupils lead PE/SS/PA activities every lunchtime on a rota. 	£1500	Y6 play leaders have enjoyed their role as midday play leaders. They have reported feeling a boost in confidence when leading sessions with younger children. The children who took part in session run by the y6 children reported that they were taught new skills by the older children and that the older children improved their enjoyment of lunchtime.	Junior Drumba instructors to provide lunchtime Drumba sessions. Continue to train Y5 and Y6 children to be lunchtime play leaders. Provide game suggestions for children to lead.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation: 16%
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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	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:

consolidate through practice:				
To allow all staff to deliver high quality PE lessons with clear progression within a lesson and across a sequence of lessons.	<ul style="list-style-type: none"> Pupil voice conducted to find out which sports/activities appeal to our pupils. Identify areas of PE that each year group are least confident to teach using Staff Subject Knowledge Audit <p>*Arrange for sports coaches to lead a half term per year group to teach. Staff to be involved in PE lesson to benefit from the professional development.</p>	£1495	Expertise of cricket coach is of a high standard and impacts upon teaching across the school. As a result of this staff skills and confidence in teaching cricket are increased.	Extend the use of expert coaches across the whole school.
	<ul style="list-style-type: none"> Audit PE equipment and replace/replenish to ensure resources available for high quality lessons Members of the PE CAT to attend network meetings and disseminate important findings to staff. AfPE membership 	£2020	<p>A breadth of sports and physical activities are taught.</p> <p>Feedback from pupils says that PE lessons are challenging and that they enjoy them.</p> <p>Equipment is of high standard and safe for use.</p>	Explore PE Schemes with staff CPD integral to implementation.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils



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:

<p>Children engage in sports or sporting events which are less familiar to them, building a wider skill set and a greater chance to find a sport they love.</p>	<p>The curriculum contains a range of traditional and 'new' sporting experiences.</p> <p>Extra-curricular clubs linked to sports learned in PE lessons.</p> <ul style="list-style-type: none"> -Football and beginners' football -Dance club -Cricket club - Drumba Club <p>Balance bike training (EYFS and Year 1) and Bikability (Y5) lead sessions to promote bike usage (linked to Key Indicator 1 and active travel)</p>	<p>£860</p>	<p>Pupil voice has shown a high level of enjoyment in PE lessons. Children have enjoyed new sporting experiences such as archery but have built new skills in more traditional sports.</p> <p>There has been an increase in the number and range of clubs available to children compared with the previous 2 academic years.</p> <p>Through both balance bike training and Bikability, teachers noted a clear improvement in confidence when using their bikes/balance bikes.</p>	<p>Pupil voice suggestions for clubs for 2022-23 include: Tennis, Dodgeball, Running, Gymnastics, Rounders, Volley Ball, Martial Arts, fitness, hockey – PE team to explore making local links with clubs.</p> <p>Balance Bike and Bikability booked for next academic year.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				15%
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:	Sustainability and suggested next steps:
Children to understand the rules of competitive sport and to enjoy taking part in regular sporting competitions.	<ul style="list-style-type: none"> Inter-class competitions to happen termly across year groups linked to the PE focus of the half term Celebrated through use of year group trophy <p>Competitions: Dodgeball tournament (Y5/6) High-5 Netball (Y5/6) Football Fixtures (Y5/6) Multi-sports festival</p> <p>Plan and deliver an active Sports Day where all children have the opportunity to take part in a range of athletics events.</p> <p>Ensure our school grounds are equipped to host competitive sports.</p>	£2045	<p>Children have enjoyed taking part in inter-class competition. The have been able to experience the feelings linked to competition. They are building the skills around sportsmanship linked to winning and losing.</p> <p>School sporting achievements shared on Twitter which involves the wider community in our sporting opportunities and achievements.</p> <p>Sports day held for all children giving the opportunity for every child to engage in competition with their peers and against their own personal bests. Positive feedback from pupils and parents showed children enjoyed the events at Sports Day.</p>	<p>Celebrate inter-class winners in end of term assembly. Display winners' pictures and trophies.</p> <p>Parent feedback given suggested 1st 2nd and 3rd awards for each station as well as contributing to the team points.</p>
		£1150		

Celebrate and promote engagement in sport outside of school.	Create display of sporting success in corridor.	£70	Talents and interests of children are shared across school.	Train Sports/PE champions to update the sporting display for inter-class competition and children's sporting achievements outside of school. Sporting achievements outside of school to be celebrated in and beyond school through the use of social media.
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Head Teacher:	
Date:	15/11/21
Subject Leader:	
Date:	10/11/21
Governor:	Shared with and approved by Governors at the Resources Committee Meeting
Date:	15/11/21