

# St Helen's PE Premium Action Plan and Strategy 2021-22

## Update of Impact September 2022



**Leader responsible:** Kelvin Chappell, Andy Spens

Within the current climate and with growing concerns over children's SEMH and physical and mental well-being, we have highlighted that teaching in Physical Education is the highest priority for this academic year alongside making playtimes, more enjoyable, fun and physical. Alongside this high quality first wave teaching within the school environment in PE lessons it is also important to engage with and access competitive sporting activities through the school games sporting calendar and an emphasis will also be put on intra-competitions at the end of a term.

Please note this is a working document and will be updated throughout the year.

**Rationale: Physical Education at St.Helen's: Excellence, enjoyment and achievement together.**

In order for all children to achieve their full potential and to aim for our school vision of 'Excellence, Enjoyment and Achievement' - Flying high- Soar like Eagles, we have developed a PE scheme of work which enables children to develop their core Physical Education skills, and enables them to participate in structured competitive activities at differing levels, used alongside the PE Premium Funding this enables us to ensure that all children engage in Physical activity.

A high-quality physical education curriculum and extra-curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed some of our school values such as: Friendship, Perseverance, Truthfulness, and Respect

**Quality First Wave Teaching:**

All children receive a broad and balanced PE curriculum as part of QFWT (Quality First wave Teaching) this is about what should be on offer for all children: the effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explained new PE vocabulary; use of lively, interactive teaching styles and also make maximum use of visual and kinaesthetic as well as auditory/verbal learning. The objectives that are used are taken from the school's skills and progression grid.

**What is the most effective way to support pupil's Physical achievement?**

Over the last few years we have built our PE strategy around the DFE research that highlights that more successful schools who promote high levels of PE attainment have a number of things in common this is supplemented by evidence from the DFE and other external agencies.



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## YST PRIMARY PE AND SPORT PREMIUM GUIDANCE

A guide to the ring-fenced funding available for primary schools to improve the quality of the PE and sport activities they offer their children.

EVIDENCING THE IMPACT OF  
PRIMARY PE AND SPORT PREMIUM  
TEMPLATE (PDF VERSION)

EVIDENCING THE IMPACT OF  
PRIMARY PE AND SPORT PREMIUM  
TEMPLATE (WORD VERSION)

## Effective use of the Primary PE and Sport Premium

active  
derbyshire

active  
notts

DERBYSHIRE

ACTIVE  
SCHOOLS NETWORK

NOTTS  
SCHOOL  
GAMES  
organiser network



# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department  
for Education

Created by



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It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

**Intent** - Curriculum design, coverage and appropriateness

**Implementation** - Curriculum delivery, Teaching (pedagogy) and Assessment

**Impact** - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school's budget should fund these.

Please visit [gov.uk](http://gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.



We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**



We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact

Created by:  **Association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

Supported by:   **SPORT ENGLAND**  
**LOTTERY FUNDED**

## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£ N/A
Total amount allocated for 2020/21	£ 17,700
How much (if any) do you intend to carry over from this total fund into 2021/22?	£
Total amount allocated for 2021/22	£ 17,700
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 17,700

## Swimming Data

Please report on your Swimming Data below.

<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 which you can then transfer to the pool when school swimming restarts.</p> <p><b>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</b></p>	<p>Year Groups 4-6 attended weekly sessions in 3 blocks of 10 lessons, at the local independent school Tockington Manor.</p>
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><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 2020.</p> <p>Please see note above</p>	<p>85 % of children were evidenced to be able to swim 25 metres. All Year 6 received a block of 10 swimming lessons across Term 1.</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>Please see note above</p>	<p>85 %</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>TBC</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>No</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.

Academic Year: 2021/22		Total fund allocated:	Date Updated: Ongoing Monitoring (see below)	
<b>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.</b>				Percentage of total allocation:
<b>Key areas include:</b> <ul style="list-style-type: none"> <li>1a) providing targeted activities or support to involve and encourage the least active children</li> <li>1b) encouraging active play during break times and lunchtimes</li> <li>1c) establishing, extending or funding attendance of school sport clubs and activities and holiday clubs, or broadening the variety offered</li> <li>adopting an active mile initiative</li> <li>1d) raising attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2. Every child should leave primary school able to swim</li> </ul>				%
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?:
1a) providing targeted activities or support to involve and encourage the least active children	A range of lunchtime clubs are developed to enable all children and in particular those targeted children to be able to have active physical activity for an additional 30 minutes.		£25 x 4.25 hrs a week x 39 weeks – lunchtime clubs provided by TPS:	The number of children who now attend a lunchtime club is over 75% of children. Measured by the end of Term 6:
1b) encouraging active play during break times and lunchtimes	Lunchtimes clubs are developed by Sports Coach Mr. Goodwin and clubs include:		= £4,143.75	Children across all year groups have the entitlement of lunchtime clubs.
				Children who are not attending an after school club are specifically Targeted for a lunchtime club, which
				Continuation of Lunchtime activities to enable active and physical play that some children may not be able to experience.
				Target PP children alongside other children who do not necessarily attend sports clubs.

	<p>Cross- Country club is also provided for both KS1 and KS2 on Friday lunchtime will enables children to be active physically.</p> <p>School are working in partnership with OPAL co-ordinator (Outdoor Play and Learning) to make playtimes more enjoyable but also to develop the physical activity that the children are involved in through the use of loose parts play.</p> <p>OPAL play is enabling children to develop their own imaginative play, which is also enabling them to develop their own physical activity.</p> <p>To support the physical development of all children by providing a range of extra-curricular Sporting clubs</p> <p>PE funding used to ensure all children are able to access clubs and develop their physical and mental health well-being.</p>		<p>engages in physical activity.</p> <p>Pupil conferencing and the use of Video recording shows children physically working at break times and enjoying the loose parts and other aspects of OPAL play. This enables the children to be physical at lunchtimes and have additional PE work.</p> <p>Active playtimes are rated good by children in pupil conferencing and children are able to share about all the great things they are able to do during physical activity. .</p> <p>Case studies and competition records show that children and parents/families are able to access sporting provision when necessary to do so.</p> <p>PE funding is used to ensure that some children who would like to do a club have access to clubs.</p>	<p>Develop more photographs and videos of children in PE lessons to enable children to see good practice in action. For example the Year 6 and 2 Dance performances that were filmed.</p>
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**Significant Impact:** Varying the amount of lunchtime activities has enabled children to lead a more active lifestyle. A number of different activities are available to children at break time. A play leader has been identified to lead more physical activities at lunchtime and the use of the MUGA at lunchtimes has had significant impact on children. This was through the use of direct PE premium funding. The use of play equipment that has been bought with PE funding has enabled children to become more active at break times and lunchtimes. (see videos.) All classes in KS2 have continued the the use of the daily mile- this has had a significant impact and children report the benefits of this.



<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b> 2a) encouraging pupils to take on leadership or volunteer roles that support sport and physical activity within the school (such as 'sport leader' or peer-mentoring schemes) 2b) embedding physical activity into the school day through active travel to and from school, active break times and active lessons and teaching 2c) increased confidence, knowledge and skills of all staff in teaching PE and sport, for example by: 2c) providing staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school 2d) hiring qualified sports coaches to work alongside teachers to enhance or extend current opportunities				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:
2 a – Children engage in leadership activities with older year groups such as Year 5 and 6 enabling them to 'lead' younger year groups as part of their lunchtime work.	Year 6 children are trained to work in leadership roles when classes can be combined.	Sports Leaders T-Shirts = £150	All EYFS children and children in KS1 are engaging in physical activities with the leaders.	Year 5 and 6 playground leaders will be developed by Bristol Sport coaches. This work will be developed at the end of Term 1 in order to incorporate for the start of Term 2.
2b) embedding physical activity into the school day through active travel to and from school, active break times and active lessons and teaching	Equipment is placed outside to enable children to engage in physical play. Children are encouraged to engage in more physical play by utilising the loose parts play.	Purchasing of Games equipment to enable lunchtimes to be more inclusive for all children: £1,000	Children's pupil voice shows that they engaged in outdoor activities and children enjoy the provision that is put in place for them.	

2c) increased confidence, knowledge and skills of all staff in teaching PE and sport, for example by:  2c) providing staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school	Sports coach is employed from TPS coaches. (TPS have been involved with school for a number of years and have demonstrated that coaching has been of a good level, in line with QFWT)  Coaches work alongside the class teacher to develop teachers CPD in order to develop the subject knowledge and skill set to deliver high quality PE outdoor Games lessons.)	Use of TPS coach to work alongside class teachers:  £25 x 2.5 hrs x 4 days x 39 weeks = £9,750	Monitoring of Games lessons show that children are experiencing high quality PE lessons.	Continued use of two coach model so that times across the year teachers will have experience of coaching mentors.
2d) hiring qualified sports coaches to work alongside teachers to enhance or extend current opportunities	To support the provision of KS1 children Sports Coaches will target extra- curricular clubs aimed at Year 1 and 2.	Costed as above:	External clubs are sought and aimed at the younger children in KS1 and also target children in Year 3.  Data from the previous year's demonstrates that the number of children in KS1 who are attending a club is lower than that of older children and in particular Year 5 and 6.	Development of KS1 clubs to specifically target Year 1 and 2 children to increase levels of participation.
Next steps: Clubs Data: Shows a very slight increase in the number of children in KS2 however KS1 clubs participation is lower. This is due to be targeted next year.				

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Actioned and funded as above.				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	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	Sustainability and suggested next steps:

what they need to learn and to consolidate through practice:			changed?:	
		£		
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>  4a) introducing new sports and physical activities (such as dance, yoga or fitness sessions) to encourage more pupils to take up sport and physical activities 4b) partnering with other schools and clubs to run sport activities and clubs 4c) providing more (or broadening the variety of) extra-curricular activities after school in the 3 to 6pm window, delivered by the school or other local sport organisations				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:
4a) introducing new sports and physical activities (such as dance, yoga or fitness sessions) to encourage more pupils to take up sport and physical activities	Sports Week will be held in June 2022 – and introduce the children to sports and games which they may not have had opportunity to do so yet.	£2,000 pounds set aside for the development of a sports week in line with the previous sports weeks that have been held by St.Helen's June 2019 and June 2017.	All children across the school will participate in Sports week activities which opens up opportunities to try out different games activities and makes links to different external clubs.  Not held: Postponed to Summer 2023	Sports week to be held in Summer 2023

4b) partnering with other schools and clubs to run sport activities and clubs	Through PE premium funding links are made with external providers such as TPS, Shine Wraparound Care and Bristol Sport to develop additional sporting extra-curricular clubs.	No cost	Children's participation rates in extra-curricular clubs increases.	Increased participation in clubs that are given.
4c) providing more (or broadening the variety of) extra-curricular activities after school in the 3 to 6pm window, delivered by the school or other local sport organisations	Additional extra-curricular sessions are developed that have not been used before.	No costs.	Children experience a range of activities that have not been seen in school before.	Bristol Sport who will be providing some of the extra-curricular clubs will be providing new sports such as Dodgeball.

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?:	
<p>4a) increasing pupils' participation in the <a href="#">School Games calendar</a></p> <p>4b) organising, coordinating or entering more sport competitions or tournaments within the school or across the local area, including those run by sporting organisations.</p>	Children at St.Helen's are involved in every competitive festival that is developed by Yate SGO (School Games Organiser) , Kwik Cricket competitions held by GCCC.	<p>Competition</p> <p>Entries: Full day supply</p> <p>To be costed:</p> <p>Funding to purchase PE T-Shirts. £150</p> <p>Access and entry to Sporting Calendar</p> <p>£150</p>	<p>A range of children are given the opportunity to be involved in competitive sport and intra- house competitions in school.</p> <p>Competitions across the school year held inter and intra.</p> <p>See sports folder in school for record of competitions.</p>	<p>Sports Days remain as inter competitions.</p> <p>Through CSET and Yate academy-competitive school sport will be utilised.</p>



		Total funding set aside for PE funding = £17,343.75		

#### Sustainability and suggested next steps:

#### How the improvements will be sustainable in the future?

#### Our rationale for PE at St.Helen's CE Primary

A high-quality physical education curriculum and extra-curriculum **inspires** all pupils to **succeed** and **excel** in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed some of our school values such as: **Friendship, Perseverance, Truthfulness, and Respect**

It is our belief that having giving children opportunity to develop their well-being and enjoyment of PE in school, it will enable children to be life-long learners and participate in Sport and PE outside of school. We have several links to local clubs and it is our hope that a number of children utilise this opportunity.

Signed off by	
Head Teacher:	Kelvin Chappell
Date:	20 <sup>th</sup> September 2022
Subject Leader:	Lottie Paul

Date:	
Governor:	To be presented at the Next Curriculum and Standards Meeting November 2022
Date:	

**The amount of PE premium funding: £17,736**

**PE Premium strategy aims for pupils 2021-22: The DFE outcomes are defined as:**

**1) Engagement of all pupils in regular physical activity, for example by:**

- 1a) providing targeted activities or support to involve and encourage the least active children
- 1b) encouraging active play during break times and lunchtimes
- 1c) establishing, extending or funding attendance of school sport clubs and activities and holiday clubs, or broadening the variety offered adopting an active mile initiative
- 1d) raising attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2. Every child should leave primary school able to swim

**2) Profile of PE and sport is raised across the school as a tool for whole-school improvement, for example by:**

- 2a) encouraging pupils to take on leadership or volunteer roles that support sport and physical activity within the school (such as 'sport leader' or peer-mentoring schemes)
- 2b) embedding physical activity into the school day through active travel to and from school, active break times and active lessons and teaching

**3 a) increased confidence, knowledge and skills of all staff in teaching PE and sport, for example by:**

3 a) providing staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school

3b ) hiring qualified sports coaches to work alongside teachers to enhance or extend current opportunities

**3) Broader experience of a range of sports and activities offered to all pupils, for example by:**

3a) introducing new sports and physical activities (such as dance, yoga or fitness sessions) to encourage more pupils to take up sport and physical activities

3b) partnering with other schools to run sport activities and clubs

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

**4) Increased participation in competitive sport, for example by:**

4a) increasing pupils' participation in the [School Games](#)

4b) organising, coordinating or entering more sport competitions or tournaments within the school or across the local area, including those run by sporting organisations.