

MERIDEN CE PRIMARY SCHOOL

PRIMARY PE & SPORT PREMIUM REPORT 2020/21



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 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. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£ 17600
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 2500
Total amount allocated for 2021/22	£ TBC
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ TBC

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>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>Year 6 cohort last assessed in year 3. Swimming unit now moved to year 5 to ensure all classes complete swimming though school and particularly target self-rescue skills</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>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>	<p>88%</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>91%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>73%</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 over and above the national curriculum requirements. Have you used it in this way?</p>	<p>No</p>

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 all 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:	
			3%	
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:
To increase activity levels during classroom based teaching time and frequent activity breaks being offered to pupils	<p>Due to current COVID regulations pupils have limited space on the playground to ensure they keep within their bubbles.</p> <p>Each class has been given a sports bucket with equipment that they can use within their bubble at lunchtime to keep them active.</p> <p>Pupil Activity Questionnaire to be completed in Autumn term with further measures to be implemented in spring/summer term dependent on COVID restrictions.</p> <p>Staff to ensure activity breaks are given throughout the day in the classroom (complete heat maps Spring 2021 to monitor this).</p> <p>Use resources: Cosmic Kids Yoga</p>	£600	<p>Pupils used equipment to increase activity at break times. Due to bubbles, pupils had a limited amount of space and therefore the equipment and games they played increased activity levels at lunch times and developed social and leadership skills too.</p> <p>In the classrooms, more active learning has meant that pupils are more engaged in their learning and enjoying their lessons. Teachers used the resource 'Active Teach' and using an active teaching style to ensure pupils are becoming active during the day after lockdown.</p> <p>Observations show that after 'activity breaks' pupils are more alert and there is an increase of pupils contributing to learning.</p>	Embed the Active 30:30 approach and continue to increase levels of activity in and out of the classroom.

	Go Noodle Just Dance Joe Wick Classroom Active teaching		Pupils enjoy the active breaks and it gives them a boost of energy throughout the day.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 18%
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:
Promote competition and participation in sport for children across all year groups so that pupils of differing abilities experience a variety of sporting activities and competitions in a safe and nurturing environment. Complete virtual active challenges set by SSP and ensure staff, pupils and parents know how important PE and School sport and leading a healthy and active lifestyle is to our school.	Subscribe to Lode Heath SSP Partnership. Enter a range of competitions (virtual Autumn and Spring terms) Each year group 1-6 to participate in at least 2 inter school competitions during the academic year. If COVID restrictions allow a return to non-virtual competitions in Summer term and a School Games Day to be held. Active Questionnaire to be sent home to parents.	£1700 for partnership fees £500 training for football team from professionals £500 football goals Transport £500	Virtual competitions have meant all classes have taken part in a number of competitions throughout the year. Meriden have been awarded 'Gold' for the participation in the Virtual School Games. Pupils have taken part in Active challenges, in and out of school and they were able to take part in Sports Week and School Games Day. Parents have been provided with ways to keep active at home and PE homework is set to encourage pupils to work towards a personal best score.	Increase inter and intra competitions once Covid allows to ensure pupils are experiencing a variety of competition. Further embed pupil and staff knowledge of school games values Investigate more ways of including parents in physical activity

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:
			14%
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>Provide a variety of CPD opportunities for staff development that will include high quality training (provided externally)</p> <p>This training will ensure that pupils' skills, imagination and creativity, across a range of sports and activities, is developed and improved upon and will support pupils in understanding their targets for the future.</p>	<p>SD and CT to share new medium-term planning and support where required. Due to COVID restrictions and virtual competitions this may not be given in the usual teaching sequence.</p> <p>SD and CT to complete lesson observations of staff to ensure high quality teaching is being delivered and that staff are confident in teaching sport specific skills.</p> <p>Through Lode Heath SSP put in place CPD opportunities for various year groups;</p> <p>EYFS – 8.12.20 NQT support programme primary PE introduction, TBC introduction to teaching gymnastics, KS1 – cheerleading Year 3- tri golf Year 4 & 5 - Chance to Shine Cricket Year 6- Tag Rugby Cover for teachers who attend CPD events.</p>	<p>Management time £500</p> <p>PE planning package £500</p> <p>Leadership time £500</p> <p>£1000</p>	<p>Pupils experiencing different sports and games. They are learning new skills and staff are confident to deliver the teaching of PE.</p> <p>Sustainability and suggested next steps:</p> <p>Develop pupil leadership skills across the school in sports and PA.</p> <p>Continue to send staff on CPD provided by SSSP</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 11%
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>Sport coaches to work alongside year groups to furtherdevelop staff teaching skills andpupils sport specific skills in a wider range of sports.</p> <p>Pupils are to understand the importance of keeping active, especially during and post the pandemic.</p> <p>Outdoor and Adventurous residential trips put in place across KS2 to ensure pupils experiencea wider range of sporting activities.</p>	<p>Deliver an assembly to allow pupils to identify what sports and competitions they will be able to take part in.</p> <p>Lode Heath SSP – year groups to receive coaching in a specific sport to complement the competitions they will be attending.</p> <p>Year 2 – multi skills (October)</p> <p>Year 3 Tri Golf (TBC)</p> <p>KS1 – Cheerleading (Summer)</p> <p>Year 4 and 5 – Chance2Shine (Summer)</p> <p>Year 6 – Tag Rugby (Summer)</p> <p>Summer Term:</p> <p>Y3 – camping on field and Orienteering activities</p> <p>Y4 – Oakerwood</p> <p>Y5 - Campsite</p> <p>Y6 - Redridge</p>	<p>As before</p> <p>OAA - £2000</p>	<p>Pupils have improved their social and physical development and have experienced a wider range of sports.</p> <p>Pupils know the importance of keeping active and healthy, especially during the pandemic, from the interactive assembly given by SD.</p> <p>They also have understood how their bodies get stronger the more active they become. Most pupils were very aware that they found PA more difficult to do after lockdowns and could recognize when their bodies were getting stronger as they started to recognize that their bodies found PA and sports easier to persevere.</p>	<p>To continue to be part of the SSP network to continue to develop staff teaching skills and pupils sports specific skills in a wider range of sports.</p> <p>Increase clubs available to all year groups where possible</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10%
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>Compete in a variety of inter/intra school competitions including personal best challenges.</p> <p>Year groups to compete in at least 2 inter-competitions across the academic year. (Virtual Autumn 2020 and Spring and Summer 2021)</p> <p>Organise a social distanced/bubbled School Games Day with inclusive sports to ensure ALL pupils and parents could be actively involved.</p>	<p>Timetable of (virtual) competitions shared with staff.</p> <p>Support from PE Coordinator for staff to organize competitions.</p> <p>Transport to be provided if needed.</p> <p>Cover for teachers who attend sports events.</p>	<p>Management time to arrange competition £200</p> <p>£500</p> <p>£1000</p>	<p>Due to covid restrictions, parents were not able to attend our School Games Day however all pupils were actively involved in their Sports Week and School Games Day and enjoyed the games and PA they took part in.</p> <p>Pupils becoming more active outside of school and committing to extra-curricular activities.</p>	<p>Continue to take part in intra and inter competitions throughout the school year</p> <p>Continue to support virtual competition to keep opportunities for participation high</p>

Signed off by	
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Created by:  **association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

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