



Charles Saer Primary School
Primary PE and Sports Premium Funding
2021-2022

Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£18,630
How much (if any) do you intend to carry over from this total fund into 2021/22?	£3,837.18
Total amount allocated for 2021/22	£18,570
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£22,407.18

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>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>Year 3 and Year 5 (2020/2021) - 18%</p> <p>This data is from the academic year 2020-2021 and represents our current Year 4 and Year 6 children. The current Year 4 children and Year 5 children will be attending swimming for this academic year.</p> <p>NB: swimming in the last academic year stopped in March.</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>Year 3 and Year 5 (2020/2021) - 17%</p> <p>This data is from the academic year 2020-2021 and represents our current Year 4 and Year 6 children. The current Year 4 children and Year 5 children will be attending swimming for this academic year.</p> <p>NB: swimming in the last academic year stopped in March.</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>100%</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>Yes</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: 2021/22		Total fund allocated:		Date Updated: July 2021	
<p>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</p>					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:
<ul style="list-style-type: none"> Children will take part in lunchtime activities to encourage social engagement. They will build on and improve their fitness, resilience, and team-building skills. Year 5 children to be trained as Playground leaders (PALS). The purpose of this is to build their self-esteem, self-confidence and encourage physical activity within school. Equipment purchased to allow all children to be able to fully participate in PE lessons. 	<p>1:1 - Coach from Fleetwood Town to come in to run structured lunchtime clubs focusing on the fundamental movement skills (KS1) and fitness/invasion games (KS2).</p> <p>1.2 – Year 5 children to provide activities for pupils of all abilities at break and lunchtimes.</p> <p>1.3 - Audit of equipment carried out to identify what items need to be either replaced or purchased.</p>	<p>£1,300</p> <p>N/A</p> <p>£1,015</p>			Upskilling welfare staff so they could use the structured play activities in the future.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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?:
<ul style="list-style-type: none"> Children will be given the opportunity to participate in external competitions. To focus on ensuring children in both KS1 and KS2 are secure in the 10 Fundamental Movement Skills. (FMS) 	<p>1:1 - Subscribe to offers from the Wyre and Fylde Sports Premium Partnership to maximise opportunities for children to compete.</p> <p>1:2 - Teachers will assess children at the beginning of the Year in KS1 against the 10 FMS. Children will then develop these skills further where necessary, and staff will continue to monitor their progress throughout the year. Due to COVID, Year 3 children will also be assessed against the 10 FMS to help close the gap.</p>	N/A		Sustainability and suggested next steps:
				Continue to use the assessment format for the 10 Fundamental Movement Skills to ensure most children are secure before leaving KS1.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Curriculum support provided for all staff so that they feel confident in delivering high quality PE lessons. Sport specific coaches bought in to increase staff confidence, knowledge, and skills in delivering units from the PE Passport. To increase staff confidence in teaching OAA. 	<p>1:1 - Staff meeting delivered on how to use the PE Passport APP effectively.</p> <p>1:2 - Teachers to request areas that they feel they are less confident in. Staff may work alongside external coaches and/or will attend courses where necessary.</p> <p>PE leader to attend 'PE Passport and Q&A session'. She will then support teachers in using the APP.</p> <p>1:3 - We bought the 'Gold' Orienteering package from 'The Orienteering Company'. It meets the government requirements to:</p> <ul style="list-style-type: none"> "make additional and sustainable improvements to the quality of PE and Sport offer" 	<p>N/A</p> <p>£240</p> <p>£ -</p> <p>£260</p>	<p>1:3 - Increased confidence in staff in delivering the OAA units within the PE curriculum. Orienteering has developed the children's physical and mental well-being. This type of outdoor learning has helped create a growth mindset</p>	<p>Staff to be able to continue to use the PE Passport to assess children accurately, and to deliver high quality PE lessons.</p> <p>Staff to be confident in delivering all units within the PE curriculum.</p> <p>Staff can use the school grounds and resources to continue to effectively deliver OAA within curriculum time and in extra-curricular time.</p>

	<ul style="list-style-type: none"> · “ add to the PE and sports activities your school already offers” <p>Gold package included:</p> <ul style="list-style-type: none"> · School grounds being mapped · 25 permanent markers · Installation of markers · Scheme of work which include 20 sessions · Teacher training session. 		amongst our children and has developed their resilience and ability to work well in a team. In addition to this, it supplements the skills the children use in geography, maths, science and communication.	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:

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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:

<ul style="list-style-type: none"> Children have the opportunity to take part in a variety of afterschool clubs in which they can potentially pursue outside of school. Year 5 children will be given the opportunity to experience an adventure day. All children will be given the opportunity to take part in activities on the beach. 	<p>1:1 - Children have access to a range of afterschool clubs.</p> <p>1:2 - Children to be given the opportunity to take part in Ghyll Scrambling and Rock Climbing in the Lake District with 'Outdoor Adventure NW'.</p> <p>1:3 - Children will take part in a range of activities provided by an external coach, which will encourage children to 'Be Active' in their local community.</p>	<p>£ 525 (More money to be spent)</p> <p>£1,200</p> <p>£150</p>		<p>Children will be given the opportunity to attend extra-curricular clubs which will make them aware of the outdoor/physical activities that they can potentially pursue outside of school.</p> <p>The children will continue to be given opportunities to attend a wide range of afterschool clubs and opportunities to complete adventurous/outdoor activities off site to continue to promote the community, mental health and wellbeing.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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:
<ul style="list-style-type: none"> Children across all phases will have the opportunity to take part in inter-school competitions. The aim of this is to inspire them to do their best and to strive to do more than what is required. It will build their resilience, self-esteem and they will learn to work with others. These abilities will prepare children for future situations of all kinds. To allow children to be taken to the local swimming baths and to inter-school competitions. 	<p>1:1 - Competitions will be entered termly.</p> <p>1:2 - Enter the boys football league at Poolfoot Farm.</p> <p>1:3 – Minibuses</p>	<p>£1200</p> <p>£60</p> <p>£8,190.17</p>		The children will continue to be given opportunities to compete in inter-school competitions.

Signed off by	
Head Teacher:	Helen Willott
Date:	July 2021
Subject Leader:	Melissa Gee
Date:	July 2021
Governor:	Tracey Bailes
Date:	July 2021