

# Perryfields Primary PRU

## Sports Premium Funding Strategy 2021/2022



At Perryfields Primary PRU the government Sports Premium Funding is used to ensure impact against the following **objective**:

***To achieve self-sustaining improvement in the quality of PE and sport in primary schools.***

We recognise that the focus of spending must lead to long lasting impact against the vision that will live on well beyond the Primary PE and Sport Premium funding.

In order to succeed we have used the HM Government and Youth Sports Trust and Sport For College, Sport For Life report and the Association for PE resources on what works in schools and colleges to increase physical activity in children and young people.

### **Benefits of Physical activity for Children:**

1. Enhanced cardio respiratory fitness, metabolic health, musco-skeletal health, muscular strength and bone health;
2. Enhanced mental well being including positive self esteem and lower levels of anxiety and stress;
3. Emerging association with academic achievement, improved concentration and attention;
4. Improved confidence and peer acceptance.

**Therefore, it is expected that Perryfields will see an improvement against the following 5 key indicators:**

1. The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. The profile of PE and sport being raised across the school as a tool for whole school improvement
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport

### **In championing a physically active culture and ethos we have considered:**

- The capacity and capability of staff to lead and promote activities;
- The suitability of outdoor and indoor space;
- The availability of financial and other resources;
- Ideas on how to integrate physical activity into the wider school day;
- The differing needs/preferences of children and young people;
- The evidence of how physical activity enables learning and achievement across the curriculum, particularly among more disadvantaged children and young people;
- What is appropriate for age and stage of physical development;
- Taking a whole school approach to increasing levels of physical activity.

**For evaluation of impact, we use the Youth Sports Trust Principle Indicators at Perryfelds PRU. These are reflective of the DfE 5 Key Indicators but include monitoring, curriculum, student voice and active travel all of which are important when establishing provision at our unique setting:**

#### **Principle 1: Deliver multi-component interventions**

Interventions that are multi-component or adopt a 'whole school approach' appear to be most effective. Multi-component interventions include actions relating to:

- curricular learning (teaching about the importance of physical activity through PSHE and maximising opportunities to embed physical activity across the curriculum)
- culture, ethos and environment (ensuring a supportive school culture and physical environment)
- engagement of the wider community and families

'Whole of community' approaches have been identified internationally as being among one of seven best investments that work for increasing physical activity. This principle is considered to be overarching; successful implementation will require the delivery of a combination of all (or at least some) of the other seven principles.

## **Principle 2: Ensure a skilled workforce**

Evidence supports the need for an appropriately trained, skilled and knowledgeable workforce. Ensuring staff have the confidence and competence to offer high quality experiences of both physical education and activity across the school day can contribute towards higher levels of physical activity by children.

## **Principle 3: Engage student voice**

Giving students a voice and enhancing their ownership of physical activity delivery to ensure that activities are appropriately tailored to their needs can support participation. In addition, encouraging young people to act as role models can have an aspirational impact and encourage younger age groups to follow a similar path to their elders.

## **Principle 4: Create active environments**

Access to, and integration in the school day of, open space, forest school areas and playgrounds are positively associated with physical activity levels. Access to loose and fixed equipment also support physical activity among children and young people.

## **Principle 5: Offer choice and variety**

Offering a variety of physical activity opportunities for young people to take part in, including free play can increase participation in physical activity. In addition, a focus on games and the fun elements of participation, as well as the more traditional sports or competitive activities, can help to encourage participation, particularly among inactive children.

## **Principle 6: Embed in curriculum, teaching and learning**

Increasing the amount of time spent being physically active during PE and other lessons can improve both physical development, educational outcomes and emotional development. A high-quality physical education 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 values such as fairness and respect.

The national curriculum for physical education aims to ensure that all pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sports and activities and lead healthy, active lives.

### **Principle 7: Promote active travel**

Interventions to encourage active travel can play a key role in contributing to children and young people's physical activity levels. Travel plans, which include a range of active travel options, have all been found to increase physical activity levels among children and young people. Given the unique nature of our school which involves many children needing to travel by minibus to the unit, where possible we encourage walking to local amenities such as the gym, gardens and bowling.

### **Principle 8: Embed monitoring and evaluation**

Effective evaluation of physical activity interventions is considered in order to demonstrate the impact of our provision and best value for money.

### **Principle 9: Establishing lifelong community links and opportunities:**

We have partnerships with the local gym and Worcester University that allow us to introduce the pupils to local facilities and encourage a thirst for physical activity. We actively distribute leaflets for various sports clubs and multi activity sports camps in order to allow our children access to sports that they may be interested in and/or demonstrate a talent for.

### **Principle 10: Increased participation in competitive sport:**

We actively encourage participation but also allow pupils access to competitive sports events both in school and with other settings. The emphasis is on maximising talents, working as a team, building respect for others and managing game situations.

## 2021/2022 Strategy and Action Plan:

| Total Fund Allocated £ | Proposed Budget Spend £ |
|------------------------|-------------------------|
| 9000                   | 11888                   |

**Finite Breakdown:** Please note that Perryfields has an ethos of supplementing the Sports Grant from the main budget, as given the specific nature of our pupils it is vitally important for them to be encouraged to lead healthy and active lifestyles. We are envisaging that the current allocation may increase following the census. Figures have been analysed from the 2019/2020 and 2020/2021 allocation in order to budget effectively.

**In light of the current educational climate and the Education Inspection Framework our strategy reflects the focus on enrichment and giving pupils the opportunity to recognise interests and talents.**

| Activity  | Proposed Cost £ |
|---|-----------------|
| Cookery – Healthy Eating<br>Salary for specialist teacher and materials   | 1750            |
| Educational Visits and Enrichment<br>Bowling, cricket matches, climbing, basketball matches, football matches, gym, farm, camping, residential (Outdoor/Adventurous pursuits) | 7750            |
| PE, Forest School and Playground Equipment  | 400             |
| Forest School provision from Brockhampton Primary School – Woodland Wellies   | 300             |
| Learning Outside the Classroom – Award, subject leadership time   | 300             |
| Football Enrichment<br>Salary for specialist teacher  | 1388            |
| <b>TOTAL</b>  | <b>11888</b>    |

| <b>Principle Indicator</b>                   | <b>Actions to Achieve</b>   | <b>Context/Impact</b>  | <b>Evidence/Measure</b>   |
|--|---|--|---|
| <b>Deliver multi-component interventions</b> | <p>Educational visits to the gym, bowling etc</p> <p>Cooking lessons with an emphasis on healthy eating.</p>  | <p>Pupil participation in educational visits is to be exceptionally high. Student voice will indicate engagement in active learning opportunities</p> <p>Attendance will be high in comparison with other alternative providers and overall significantly improved from when pupils were in mainstream education. Pupils will have developed a greater subject knowledge around healthy eating. Lessons are to be practical, fun and have a real life context. Pupils will develop independence around life choices and the ability to make healthy meals.</p> | <p>Curriculum Overview</p> <p>Lesson Planning</p> <p>Lesson Observation</p> <p>Pupil Interviews</p> <p>Staff discussions</p> <p>Photographs</p> <p>Science attainment and progress data</p> |
| <b>Ensure a skilled workforce</b>            | <p>CPD opportunities within Forest School for staff will be maintained and provided in line with monitoring findings.</p> <p>Maintain and improve resources for all aspects of the PE and Outdoor Education curriculum.</p> | <p>Due to improved staff knowledge and implementation into lessons:</p> <ul style="list-style-type: none"> <li>- Pupils will have a greater range of skills and knowledge within Outdoor Education</li> <li>- Pupils will have access to a wider range of life skills</li> <li>- Pupils will have more knowledge and understanding of the world around them</li> </ul> <p>The school will improve resources significantly that allows a range of PE, Forest School and Playground activities to take place.</p>  | <p>Curriculum Overview</p> <p>Lesson Planning</p> <p>Lesson Observation</p> <p>Pupil Interviews</p> <p>Staff discussions</p> <p>Photographs</p> <p>Inventory/Equipment List/Orders</p>      |

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| <p><b>Engage student voice</b></p>  | <p>Pupil discussions to establish interests and attitudes to sport/health education.<br/>Questionnaires to centre on establishing positive mental health strategies.</p>  | <p>By giving pupils a voice the following will be achieved:</p> <ul style="list-style-type: none"> <li>- high engagement in lessons.</li> <li>- pupils feel adults at the school listen to their ideas – child initiated learning</li> <li>- Permanently excluded pupils will have a demonstrable impact on curriculum change</li> <li>- unique needs of the pupils are being considered and actioned</li> <li>- pupils will recognise positive mental health strategies</li> <li>- improved resilience</li> <li>- greater recognition of support agencies for pupils/families experiencing mental health problems</li> </ul> | <p>Pupil Interviews<br/>Curriculum Plans – PE, Outdoor Education and PSHE<br/>Pupil Questionnaires<br/>Lesson Observation</p>   |
| <p><b>Create active environments</b></p> <p><b>Offer choice and variety</b></p> | <p>Maintain and develop loose and fixed play equipment to encourage physical activity.<br/>Utilise and maintain a quality games surface to promote high level skills.<br/>Timetabled school day to ensure PE and break times.<br/>Promotion of games in break times.</p> <p>Utilise local facilities (farm etc) to foster outdoor learning.<br/>Educational visits (parks, gardens, gym etc).</p> | <p>Pupil’s access recommended PE curriculum and physical activity time.<br/>Pupils enjoy active play.<br/>Improved fitness levels.<br/>More pupils are accessing physical activity daily.<br/>Increased participation and engagement within active play – improved behaviour.</p> <p>Pupil participation in educational visits will be exceptionally high and student voice will indicate engagement in active learning opportunities.</p>  | <p>Timetables<br/>Inventory/Equipment List/Orders<br/>Behaviour Log<br/>Educational Visits Overview<br/>Photographs<br/>School Website<br/>Educational Visits Documents</p> |

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| <p><b>Embed in curriculum, teaching and learning</b></p>              | <p>Staff will conduct a curriculum overview for PE in line with our Intent Statement. This will focus on:</p> <ul style="list-style-type: none"> <li>- Enrichment opportunities</li> <li>- Timetabling</li> <li>- Pupils discovering interests and talents</li> <li>- Pupil mental and physical health</li> </ul> <p>Maintain current specialist provision in healthy eating and football.<br/>Provide CPD for teachers where necessary.<br/>Establish lifelong community links and opportunities at the local gym, university etc.</p> | <p>Staff knowledge and implementation of effective pedagogy will be improved and curriculum coverage will prepare pupils for high school and the greater variety of sports.<br/>Pupils to demonstrate much improved skill levels in team games.<br/>Pupils to be physically active for sustained periods of time.<br/>Pupils to be aware of teamwork and gain experience in competitive team games.<br/>Pupils will lead healthy, active lives, utilising local facilities.</p> | <p>Curriculum Overview<br/>CPD Records<br/>Sports Fixtures<br/>School Diary<br/>Educational Visits documents<br/>Pupil Interviews and questionnaires</p> |
| <p><b>Promote active travel</b></p>                                   | <p>Where possible, pupils to walk to local facilities.<br/>Staff actively encourage and educate pupils on the various methods of travel and their health implications.<br/>The school website reflects and promotes the value of active travel.</p>   | <p>Improved fitness levels.<br/>Pupils recognise the value of active travel.<br/>The school educates pupils and families on the benefits of healthy lifestyle and choices.</p>  | <p>School Diary<br/>Pupils Questionnaires</p>  |
| <p><b>Embed monitoring and evaluation</b></p>                         | <p>To continue to audit resources and allocation of the curriculum to PE and active play</p>  | <p>Resources are fit for purpose and enable staff to deliver the PE curriculum effectively.<br/>Pupils receive in excess of the required hours per week (due to greater need).</p>  | <p>Equipment List<br/>Timetables<br/>Staff Self Review</p>   |
| <p><b>Establishing lifelong community links and opportunities</b></p> | <p>Displays will reflect the positive profile of PE across the school.<br/><br/>The school website reflects news/events and local sports clubs or opportunities.</p>  | <p>Pupils recognise the value of sport/PE.<br/>Pupils have higher aspirations to achieve in PE.<br/>Pupils have a greater understanding of role models within sport and the learning behaviours that will lead to success.</p>  | <p>Displays<br/>School Website</p>   |



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|   |  | A greater proportion of pupils access after school clubs/activities.   |   |
| <b>Increased participation in competitive sport</b> | Football fixtures with a local Worcestershire Special School.<br>Expand the partnership to include other competitive opportunities across a variety of sports. | Partnership with Riversides Special School had previously been established leading to further competitive sports opportunities. Following Covid re-establish and form new partnerships to enable pupils with opportunities to compete or participate with others. Pupils indicated a great self confidence, motivation, self belief through positive sporting experiences. | School Diary<br>Equipment List/Orders<br>Pupil Interviews |

#### Evaluation of Sports Premium Impact 2020/2021:

|  | <b>In Place 2020/2021</b>                           |
|--|---|
| Have we completed a self-review of PE, physical activity and school sport in 2019/2020?                                  | Yes   |
| Have we completed a PE, physical activity and sport action plan for the Primary PE and Sport Premium spend in 2018/2019? | Yes   |
| Was PE, physical activity and sport, reflected significantly in our school development plan in 2019/2020?                | Yes – via enrichment opportunities/outdoor learning |
| Was the PE and Sport Premium Spend and Priorities included on the school website?  | Yes   |
| Did the priorities identify the strategy behind the choice of spend and desired outcomes?                                | Yes   |

Due to the public health guidance around the Covid pandemic swimming was cancelled during 2020-21. However, the impact statement includes the previous year's figures which have been recorded below:

| <b>Swimming and Water Safety Evaluation 2019/2020</b>   | <b>%</b> |
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| • What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year? | 79       |

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| • What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year? | 74 |
| • What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?                               | 70 |

Figures are lower than previous years as the pupils ceased swimming due to the Covid pandemic lockdown so only completed part of their swimming scheme of work.

### Further Evaluation:

| Principle                                       | Evidence and Evaluation  |
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| <b>1. Deliver multi-component interventions</b> | The most significant development within this principle was the implementation of the new PSHE curriculum. Milestones have been planned to ensure coverage, sequencing and progression throughout these subjects. The school was able to conduct some monitoring of this even during the pandemic period. This was a broad review due to staffing capacity and pupil/staff absence but indications are that coverage is being implemented. The next academic year will focus on PE and the implementation of curriculum milestones related to age related expectations. |
| <b>2. Ensure a skilled workforce</b>            | Training for PE was unable to go ahead due to public health guidelines. The teacher profile for the teaching of PE includes some expertise within games. However, the Forest School Leaders were able to involve staff in the weekly lessons and improve their subject knowledge and pedagogy. Staff reported a greater confidence in using the outdoor areas and identified making links with subjects for meaningful implementation of first hand practical experiences.   |
| <b>3. Engage student voice</b>                  | <ul style="list-style-type: none"> <li>• The overwhelming majority of pupils enjoy PE.</li> <li>• The overwhelming majority of pupils enjoy outdoor education.</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>• Pupils have a growing awareness of healthy eating and feel that cooking lessons are developing specific skills.</li> <li>• Pupils feel they are attaining well or making progress with their PE skills – especially in Games and Swimming.</li> <li>• Y6 pupils indicate a highlight of their time at school is the Outdoor and Adventurous Pursuits enrichment when they are on residential.</li> </ul>             |
| <b>4. Create active environments</b>                 | Our Forest School environment is accessed through partnership with Brockhampton Primary School and is exceptional. The area contains outstanding resources and is timetabled to be used by pupils on a weekly basis. In addition to this, we have weekly visits to the farm and pupils take part in a variety of playground games.  |
| <b>5. Offer choice and variety</b>                   | Towards the end of the reporting period and the opportunity for pupils to engage with enrichment activities the school was able to implement football. The year was however largely disrupted by the pandemic. Future plans are centred on this with a variety of visits planned.   |
| <b>6. Embed in curriculum, teaching and learning</b> | Our PE, PSHE and Outdoor Education curriculum was implemented over this reporting period. The coverage is in place and the next steps are to build further enrichment and make real life links with other subjects such as science. Pupils enjoy PE and are given access via a full weekly entitlement. The planned curriculum work will ensure a broader range of sports and skills will be taught – these will ensure coverage, sequencing and progression. |
| <b>7. Promote active travel</b>                      | Given the location of the school this is the most difficult to implement. Pupil conversations over the year indicate they recognise that cycling, walking and even running are beneficial but a large % of them are unable to apply this due to the distance they live from the school.   |
| <b>8. Embed monitoring and evaluation</b>            | The monitoring of PE was suspended to a large extent due to staff capacity and public health guidelines at various points of the  |

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|   | <p>year. PSHE coverage was checked and pupil knowledge indicated the curriculum was being implemented. The return to normal operations in 2021-22 includes a monitoring schedule for PE and PSHE. The focus areas for both are:</p> <ul style="list-style-type: none"> <li>- Coverage</li> <li>- Sequencing</li> <li>- Progression</li> <li>- Knowledge content</li> <li>- Skills content</li> </ul>  |
| <b>9. Establishing lifelong community links and opportunities</b> | <p>The pandemic restricted work planned in gathering pupil achievements and engagement in the local community. Previous work around the importance of and the profile of PE ensured that pupils continue to be part of the clubs they were with before the pandemic, which is a good sign. The next steps are to further develop the signposting of clubs and identifying interests and talents particularly within our disadvantaged children.</p> |
| <b>10. Increased participation in competitive sport</b>           | <p>Local competitions and festivals within the sports partnership were cancelled during this reporting period. Upon the return to school we will seek opportunities for children to compete with other schools.</p>   |

