



St Helen's CE Primary School

Evidencing the Impact of Primary PE and Sport Premium

September 2021 – August 2022

Review of spending for academic year 2021-22
Predicted spending for academic year – 2022-23

Report written by:
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PE Lead

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Details with regard to funding

| Funds carried over from 2020-21 | Funds allocated to 2021-22 | Total spent during 2021-22 | Funds carried over into 2022-23 | % of funds carried over from 2020-21 spent |
|--|----------------------------|----------------------------|---------------------------------|--|
| £10,198.84 | £17,800.00 | £19,815.79 | £8,183.05 | £10,226.70 100% (+£27.86) |
| Total funds available to spend in 2021-22: £27,998.84 | | | | |
| Estimation of funds to be allocated for 2022-23: | | October 22: £10,383.00 | May 23: £7,417.00 | £17,800.00 |
| Funds carried over from 2022-23: | | | | £8,183.05 |
| | | | GRAND TOTAL: | £25,983.05 |

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Swimming Data

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| <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 2022.</p> <p>Please see note above</p> | 63% |
| <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> | NOT ASSESSED |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | NOT ASSESSED |
| <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/No |

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Review of Key Achievements to Date

| Key achievements to date: | Areas for further improvement and actions to be completed in 2022-23: |
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| <ul style="list-style-type: none"> • A complete audit of PE equipment and resources was undertaken and gaps were identified. This information was used to then inform budget allocation and prioritise which equipment was needed the most urgently. • Enhanced PE equipment and resources purchased, providing high quality equipment across an increasing range of sports to facilitate more participation within PE sessions. • High participation rates in after-school clubs for both KS1 and KS2 children. • Staff in Years 1-6 have received lesson support from Greenacre Sports Partnership. This has been targeted support to address areas of improvement that staff independently identified within themselves. • Increased pupil involvement and interest in competitive sports. Throughout the year, teams of KS1 & KS2 children have taken part in the Primary School Games (PSG) and Mini Youth Games (MYG). Children have performed well and we placed 2nd in Netball, 11th in Cricket, 6th in Football, 3rd in Tri-Golf. • Large scale Kit Camp was purchased that enables children to design and construct their own climbing frames. Kit Camp is completely open-ended and is suitable for children from EYFS to Y4. • Improved EYFS resources to develop Physical Development through the EYFS Curriculum. • Forest school kit list purchased to further develop and extend the activities offered. | <ul style="list-style-type: none"> • Continued investment in resources for the teaching of PE. Maintain a good level of high-quality equipment so that teachers can deliver lessons that cover a broad range of sports. • Continued research into and funding of new activities / sports equipment so that we can offer an even wider range of sports to pupils in PE lessons. • Continued staff training and awareness of the importance of high-quality PE teaching through Greenacre Sports Partnership (GSP) CPD. Emphasis to be placed on staff enthusiasm and motivation. • GSP to deliver KS2 Sports Crew Training to Year 5 and 6 pupils. Children to then support sports activities and play during break and lunch times. • Continued staff training in facilitating active playtimes and purchase of large, open-ended, loose part play items to facilitate this. • Build links with local sports clubs and coaches to encourage continued high participation of sports out of school hours. • Research and implement ways to use the Sport Premium to enhance and support children's mental health and wellbeing. • Re-tarmac the KS2 playground and conduct pupil voice survey to determine the playground markings that will be used. Will include the Daily Mile with Sports Crew to oversee and monitor this. • Research and implement a whole-school orienteering scheme of work. Cross-curricular links and liaise with Geography subject leader. • Purchase staff sports kit to enhance the profile of PE across the school community. |

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| <p>Access to high quality resources during after school sports clubs. Enough quantity of resources to enable access for all pupils.</p> | <p>Purchase of additional PE resources to support after school sport club sessions run by Greenacre Sports Partnership (GSP).</p> <p>PE lead liaised with GSP to confirm which sports would be covered in clubs.</p> <p>Ensure there is enough equipment, and it is in good condition, to allow all pupils to engage fully in lessons.</p> | <p>£300</p> | <p>Initial spend ensured that all planned after-school clubs had been fully resourced.</p> <p>This has led to greater pupil participation and an increased number of active minutes in PE lessons.</p> | <ul style="list-style-type: none"> • PE lead to continue to discuss GSP's requirements and to ensure that they have the equipment necessary for all after-school clubs. • PE lead to research the possibility of running an additional two after-school clubs in terms 1 & 2 through GSP. This will further widen our range of sports offered to pupils after-school. • PE lead to source equipment for these clubs if necessary. |
| <p>Improve pupil's access to increased range of high-quality resources to facilitate active break and lunch times.</p> | <p>Purchase of additional playtime resources and replacement of broken/lost resources.</p> <p>Children to have access to a wider range of resources which encourage active play both on the playground and on the school field during the summer months.</p> <p>Class TA, Miss Jarvis, to lead different sport sessions during lunchtimes on the field during the summer months. Different year groups for different days of the week.</p> | <p>£124.60</p> | <p>Increased participation in active sport during lunchtimes as part of Miss Jarvis' planned activities. KS2 have been especially engaged with activities linked with Sports Day practice as well as athletic activities e.g. 60m sprint, speed bounce and standing long jump.</p> | <ul style="list-style-type: none"> • Further development of resources available to both KS1 and KS2 pupils at both playtime and lunchtime. • PE lead to research the possibility of purchasing large, loose parts (e.g. tyres, ladders, planks) for open-ended and |

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| | <p>Necessary repairs to the Trim Trail rope bridge to allow pupils to use this equipment at playtimes and lunchtimes.</p> <p>Necessary repairs to the large tyres on the KS1 playground to allow pupils to use this equipment at playtimes.</p> <p>Necessary repairs to the ramp leading onto the KS1 wooden fort climbing frame to ensure equipment is safe to use for all children.</p> <p>Netball protectors purchased to ensure children's health and safety when using these at playtimes.</p> | <p>£1246.45</p> <p>£1000</p> <p>£488.11</p> <p>£220</p> | | <p>active play.</p> <ul style="list-style-type: none"> GSP to run Sports Crew training for Y5 & Y6 pupils (£300) |
| <p>Purchase of resources that facilitate active play in EYFS</p> | <p>Further enhance the equipment available in the outdoor provision to encourage pupils to develop skills associated with their physical development.</p> <p>Purchase of new Kit Camp resource. Predominantly used in EYFS but suitable for children up to the age of 7. Engages pupils in open-ended play where they can build, climb, jump and crawl.</p> | <p>£128.97</p> <p>£2220</p> <p>Total spent for KI1: £6513.97</p> | <p>Children in the EYFS have been more engaged in physical development activities.</p> <p>Equipment has been used in a variety of ways to create new and different physical team games.</p> <p>100% of pupils have achieved the Early Learning Goal for Gross Motor Development.</p> | <ul style="list-style-type: none"> Continued purchasing of equipment that supports pupils fine and gross motor development in the EYFS. PE lead to look into replacing existing wooden climbing frame, bridge and balance beam. PE lead to purchase suitable safety equipment for use alongside balance bikes e.g. helmets, knee pads. |

| Academic year: 2021-22 | Total fund allocated: £10,198.84 Funds carried over from 2020-21 | | Date updated: July 2022 | |
|---|--|--------------------|--|--|
| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Funds carried over that have been spent in 2021-22: £10,226.70 |
| Intent | Implementation | | Impact | % of total allocation: 100% (+£27.86 taken from 2021-22 premium allocation) |
| School focus with clarity on intended impact on pupils : | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| To ensure that all staff are confident to teach high-quality PE lessons that follow current guidelines laid out in the Safe Practice in Physical Education. | Purchase a copy of Safe Practice in Physical Education. | £50.82 | PE lead is familiar with the guidelines and has read through the Safe Practice in Physical Education. Informal observations have shown that the majority of staff demonstrate a good awareness of health and safety when teaching PE lessons. | <ul style="list-style-type: none"> PE lead to conduct further staff training to ensure all staff members are confident in their knowledge of Safe Practice in Physical Education. |
| Staff CPD focusing on the importance of implementing high-quality PE lessons. | Delivered by external sports partnership manager (Greenacre Sports Partnership) alongside PE lead. | £100 | Staff have a greater awareness of the importance of high-quality PE lessons, including an understanding | <ul style="list-style-type: none"> PE lead to use information provided by staff in their audits to identify gaps in staff |

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| | <p>Training was delivered to all staff members present. Any staff members who were absent received a copy of the PowerPoint and training notes.</p> <p>PE lead conducted a staff audit of skills and knowledge.</p> | | <p>of how skills (referred to as Physical Literacy) taught in PE lessons can be transferred into academic lessons e.g. teamwork, problem solving, perseverance, resilience.</p> | <p>subject knowledge.</p> <ul style="list-style-type: none"> PE lead to research and book purposeful staff CPD in 2022-23 that meets the needs of all staff requirements. |
| <p>Staff to teach high-quality, engaging and effective PE lessons that are inclusive for all pupils.</p> | <p>Individual lesson support provided for teachers in Years 1 to 6. Lesson support follows a team-teach approach where staff are involved with the lesson alongside the PE teacher from GSP.</p> <p>Staff identify which area of sport that they would like support with and are encouraged to complete a baseline audit ahead of the supported lessons.</p> | <p>£3000</p> | <p>Staff in years 1-6 have received a half-terms worth of targeted lesson support. This has been in an area which staff identified as a personal weakness.</p> | <ul style="list-style-type: none"> PE lead to undertake informal 'drop ins' of PE lessons as well as more formal PE observations to ensure that staff are following the agreed curriculum map. PE lead to complete a staff audit of skills and knowledge in the autumn term. This will identify further gaps where training might be necessary. Further monitoring of the impact of Greenacre 1:1 lesson support to ensure it is cost-effective. |
| | | <p>Total spent for KI3: £3150.82</p> | | |

| Academic year: 2021-22 | Total fund allocated: £10,198.84 Funds carried over from 2020-21 | | Date updated: July 2022 | |
|--|---|---|--|---|
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Funds carried over that have been spent in 2021-22: £10,226.70 |
| Intent | Implementation | | Impact | % of total allocation: 100% (+£27.86 taken from 2021-22 premium allocation) |
| School focus with clarity on intended impact on pupils : | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| To raise the profile of Forest School throughout the school and to include pupils / staff who have not experienced FS previously. To increase and broaden the range of activities that children can engage with during Forest School. | Purchase of recommended kit list from Greenacre to ensure a broad range of high-quality equipment is available to pupils. | £561.91 Total spent for KI1: £6513.97 | <i>NO evidence of impact currently seen as this was purchased in July 2022. Evidence of impact will be seen throughout the academic year of 2022-23.</i> | <ul style="list-style-type: none"> • PE lead to keep an open dialogue with Greenacre Forest School teacher to ensure equipment list is regularly updated with necessary items. • PE lead to research the costs of a new shed, designated area for storage of all Forest School equipment. • PE lead to monitor the equipment for broken or damaged resources and replenish when necessary. |
| | | Total spent: £10,226.70 | | |

Action Plan and Budget Tracking

Part 2: Allocation of funds from 2021-22

| Academic year: 2021-22 | | Total fund allocated: £17,800 | | Date updated: July 2022 | |
|--|---|-------------------------------|--|-------------------------|--|
| 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 50.2% £8939.09 of £17,800 |
| Intent | Implementation | | Impact | | |
| School focus with clarity on intended impact on pupils : | Actions to achieve: | Funding allocated: | Evidence and impact: | | Sustainability and suggested next steps: |
| Purchase of additional equipment to support after-school clubs. | Purchase of four new balance bikes for EYFS and KS1 pupils to use. This means that we now have a set of 10. | £400 | Balance bikes can be used to support the EYFS & KS1 after-school club in Term 3 which is run by Greenacre. Greenacre bring 10 bikes with them. By adding additional bikes, we increase the maximum number of children who can participate from 20 to 30 as children can practise additional skills whilst waiting for a bike. | | PE lead to purchase a school set of helmets so that balance bikes can be used in the EYFS outdoor area, during PE lessons and at playtimes under staff supervision. PE lead to watch out for any future offers where balance bikes are reduced, with the view of potentially buying further bikes to have enough for 1:2 at school. |

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| Academic year: 2021-22 | | Total fund allocated: £17,800 | | Date updated: July 2022 | |
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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 50.2% £8939.09 of £17,800 | |
| Intent | Implementation | | Impact | | |
| School focus with clarity on intended impact on pupils : | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: | |
| All staff to receive further training on the importance of raising PESSPA across the school and how this can be achieved through PE lessons. | Compulsory subscription to Greenacre Sports Partnership. | £550 | Greenacre have worked closely with the PE lead and staff members at St Helen's throughout the academic year. Their knowledge of PESSPA and the PE curriculum as a whole has been invaluable. GSP also provide access to a range of lesson plans for Years R-6 and an annual subscription to AfPE. | <ul style="list-style-type: none"> PE lead to renew Greenacre subscription for the next academic year and liaise to formulate a bespoke package for 2022-23. | |
| Teaching of swimming and safe-water rescue to Year 5 and 6 pupils. | Hire of qualified swimming coaches at local swimming pool. | £252 (estimate) | 63% (17 out of 27) of year 6 pupils can swim a distance of 25m or more. Year 5 pupils have already had six weeks of swimming lessons in this academic year. | <ul style="list-style-type: none"> Year 5 pupils, moving into Y6, will have a better chance of passing the swimming assessment due to prior lessons. PE lead to research the possibility of using the premium to use existing school staff as swimming instructor. Need to ensure member of staff is fully qualified and look at logistics of cover. | |

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| Academic year: 2021-22 | Total fund allocated: £17,800 | | Date updated: July 2022 | |
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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation 50.2% £8939.09 of £17,800 |
| Intent | Implementation | | Impact | |
| School focus with clarity on intended impact on pupils : | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| To ensure that all staff are confident to teach high-quality PE lessons that follow the agreed curriculum coverage map. To ensure lessons are differentiated and inclusive for all pupils. To ensure staff teach a broad and balanced curriculum. | PE lead to undertake staff audit of knowledge and skills in the Autumn term to identify potential gaps in subject knowledge. Gaps identified will inform future CPD. Greenacre package for next academic year will include 1:1 lesson support / coaching for teachers in Years 1-6. (Not currently purchased). | Estimated cost £3000 | Evidence and impact to be reviewed in academic year of 2022-23. | N/A |

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| Academic year: 2021-22 | Total fund allocated: £17,800 | | Date updated: July 2022 | |
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| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation 50.2% £8939.09 of £17,800 |
| Intent | Implementation | | Impact | Sustainability and suggested next steps: |
| School focus with clarity on intended impact on pupils : | Actions to achieve: | Funding allocated: | Evidence and impact: | |
| <p>To raise the profile of Forest School throughout the school and to include pupils / staff who have not experienced FS previously.</p> <p>To increase and broaden the range of activities that children can engage with during Forest School.</p> | <p>Further equipment purchased through recommendations from Greenacre, including tools and materials to construct shelters with.</p> <p>Greenacre package – experienced and qualified Forest School teacher to run sessions with three teachers throughout the year.</p> | <p>£537.09</p> <p>£3600</p> | <p>This has been our first full-year of Forest School and children in years R, 2 and 5 have participated.</p> | <ul style="list-style-type: none"> • Children in years 1, 4 and 5 to participate in Forest School for academic year 2022-23. • This will ensure different children and staff access the benefits of Forest School. • YR and Y2 teachers to run independent Forest School sessions using the information they learnt during sessions this year with Greenacre. |

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| Academic year: 2021-22 | | Total fund allocated: £17,800 | | Date updated: July 2022 | |
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| Key indicator 5: Increased participation in competitive sport | | | | | Percentage of total allocation % |
| Intent | Implementation | | Impact | Sustainability and suggested next steps: | |
| School focus with clarity on intended impact on pupils : | Actions to achieve: | Funding allocated: | Evidence and impact: | | |
| <p>To raise the profile of competitive sport amongst all pupils.</p> <p>To support and encourage all pupils to understand the qualities of good sportsmanship and fair play. Thus, developing pupil's personal, social and emotional development and wellbeing.</p> | Greenacre package – infant competition includes access to three competitions and after-school training clubs. These consisted of Balance Bikes, Infant Agility and Tri-Golf. | £1400 | <p>Infant clubs included pupils from EYFS and both Year 1 and 2. All clubs had a good number of participants; the balance bike club was over-subscribed.</p> <p>Children attending the clubs have demonstrated a good understanding of sportsmanship and fair play. The children won the fair play award at the Balance Bike competition and came third place in the Tri-Golf competition.</p> | <ul style="list-style-type: none"> Further balance bikes were purchased so that even more children could attend the club next year. | |

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| <p>To raise the profile of competitive sport amongst all pupils.</p> <p>To support and encourage all pupils to understand the qualities of good sportsmanship and fair play. Thus, developing pupil's personal, social and emotional development and wellbeing.</p> | <p>Greenacre package – junior competition package includes access to four competitions and after-school training clubs. These consisted of Netball, Kwik Cricket, Football and Athletics.</p> <p>Medway Council – Medway Sport access to the Mini Youth Games competitions.</p> | <p>£2000</p> <p>£200</p> | <p>All four clubs saw a high number of children sign-up to participate, including children with Social, Emotional and Behavioural Difficulties.</p> <p>Children have a greater understanding of what good sportsmanship and fair play looks like and demonstrated this at each competition.</p> <p>Different children were invited to different competitions to support inclusion in sport.</p> <p>The children won second place in the Netball competition.</p> | <ul style="list-style-type: none"> • PE lead to conduct pupil voice vote in Term 1 to ask children which competitions they would like to partake in next year. • PE lead to look into the inclusion of Y3 pupils in competitive sport. • PE lead to research the possibility of using the Premium to fund over-time for TA's to run after-school sports clubs. |
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