



Copthorne Primary School

Evidencing the impact of the PE & Sport Premium Academic Year 2021-2022



Details with regard to funding

Please complete the table below.

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| Total amount carried over from 2019/20 | £8480 |
| Total amount allocated for 2020/21 | £19,672 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £22,472.30 |
| Total amount allocated for 2021/22 | £19,672.00 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £42,144.30 |

Swimming Data

Please report on your Swimming Data below.

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| Meeting national curriculum requirements for swimming and water safety. 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. 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 | |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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. Please see note above | 20.31% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above | 17% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 56% |
| 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? | No – not for this academic year. |

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: | |
|--|--|-----------------------|--|---------------|---|
| 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 | | | | | |
| 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 support and involve the least active children by providing targeted activities and running school sports clubs. | <ul style="list-style-type: none">Lunch and after school sports clubs set up for target groups | £300 | <ul style="list-style-type: none">Increased numbers of children participating in sports, including after school sports clubs.Registers show increased percentages of children taking part. | | <ul style="list-style-type: none">Least active children to be targeted to attend clubs during 2022-23 |
| To raise attainment in swimming to meet requirements of the national curriculum before the end of key stage 2. Every child should leave Copthorne able to swim. | <ul style="list-style-type: none">Provide additional top-up swimming lessons to pupils in Year 6 who have not been able to meet the national curriculum requirements for swimming and water safety due to COVID-19 disruption.Provide swimming lessons to children in Year 5 & 4. | £10,144 | An increased number of children leave Year 6 able to: <ul style="list-style-type: none">swim competently, confidently and proficiently over a distance of at least 25 metresuse a range of strokes effectively, for example, front crawl, backstroke and breaststrokeperform a safe self-rescue in different water-based | | <ul style="list-style-type: none">Swimming lessons will take place during 2022-23 for Year 3 & 4 with the aim to reduce pupil anxiety around water, starting at an earlier age. |

| | | | situations <ul style="list-style-type: none"> Participation in water based activities increases as more pupils join swimming clubs in the community and/or took part in other activities | |
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| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | |
| 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 actively encourage pupils to take on leadership roles that support the delivery of sport and physical activity within the school. | <ul style="list-style-type: none"> Sports leaders are recruited and trained to achieve the 'Play Makers Award' | £99 | <ul style="list-style-type: none"> Children from Year 5 were selected and commenced training. Play Makers are more knowledgeable about how to organise small games and activities that can be used during lunchtimes, breaks and outside school hours. Increased opportunities for children to lead their own games at playtime and lunchtime | <ul style="list-style-type: none"> Children complete 6 hour training and achieve the award Play Makers are introduced in assembly and their role is well understood across school. |

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| Embed physical activity into the school day through encouraging active travel to and from school and active break times lunchtimes. | <ul style="list-style-type: none"> • Purchase further resources to encourage active lunchtimes • Provide additional climbing opportunities on the back playground, installing large fixed equipment and climbing frames. • Eco Team lead walk to school campaign | £22,500 | <ul style="list-style-type: none"> • Visible range of sports and activities at break and lunch. • Pupil voice demonstrates that pupils take part in active play. • Pupil surveys demonstrate that increased numbers of pupils are walk to school • Pupils took part in walk to school week, earning badges for their efforts. | <ul style="list-style-type: none"> • PE Lead and Learning mentor to develop sports timetable with lunchtime staff leading activities • Purchase pedometers |
| Celebrate school achievements through social media and across the school community. | <ul style="list-style-type: none"> • PE Lead to post on whole school Class Dojo page celebrations of sporting successes • Purchase new trophies for school sporting events. Raise the profile of the trophy cabinet, sharing images on social media. | £904.95 | <ul style="list-style-type: none"> • The profile of sport is raised across school • Children are inspired to take part in new activities • Increased awareness of schools sporting achievements in pupils and parents | <ul style="list-style-type: none"> • Dedicate a school display board to PE and sports • Dedicate time to share sports teams' achievements at assemblies. This will to encourage others to aspire to be involved. |
| Improve signposting of community links by regularly updating the PE page on the website with local clubs and also regular PE updates in the newsletter. | <ul style="list-style-type: none"> • Website updated regularly with links to sites promoting active lifestyles and local groups | £ | <ul style="list-style-type: none"> • Parental feedback demonstrates that families are aware of information shared and find it useful in supporting them to lead active lifestyles | <ul style="list-style-type: none"> • Continue to update the website updated regularly with links to sites promoting active lifestyles and local groups |

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

| Intent | Implementation | Impact | |
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Created by:



Supported by:



| 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: |
|--|--|--------------------|---|--|
| Provide staff with professional development, appropriate training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across school. | <ul style="list-style-type: none"> • Cover provided to enable the PE lead to team teach/observe all members of staff at least once. • Teachers to sign posted to observe best practice PE teachers across the school • Staff meeting time allocated to support teachers to use the Complete PE scheme as an effective planning tool • PE resources audited and purchased as needed | £4249.04 | <ul style="list-style-type: none"> • Monitoring demonstrates that PE lessons throughout school are consistently high quality • Increased staff confidence, self-esteem and enjoyment in delivering PE • PE resources have been checked and audited · Staff know how to access resources for their year group | <ul style="list-style-type: none"> • Teachers to sign posted to observe best practice PE teachers across school and Trust • Purchase dance CPD for all teachers to support with this unit. • Create links with Secondary school PE departments to support staff and pupil skill development |
| Join afPE (School Membership) to ensure access to specialist and expert support, thus keeping the school fully up to date | <ul style="list-style-type: none"> • Purchase school membership | £99 | <ul style="list-style-type: none"> • Due to the wide ranging expertise within afPE which is readily available to members, all pupils benefit from knowledgeable and confident staff who are kept up to date with all developments | <ul style="list-style-type: none"> • Staff skills audit to enable the PE lead to sign post support |

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

| 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?: | |
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| Introduce a new range of sports and physical activities to encourage more pupils to take up sport and physical activities | <ul style="list-style-type: none"> • Introduce a dance club • Year 6 residential (Buckden House including activities such as high ropes, raft building, orienteering, climbing and canoeing) • Doe Park water activities for Year 5 | £1177 | <ul style="list-style-type: none"> • Dance club introduced. Children took part in the regional Great Big Dance Off. • High participation numbers in after-school clubs • Pupil Voice will show an increased enjoyment in lunchtime clubs and after school clubs | <ul style="list-style-type: none"> • Introduce dance and yoga sessions • Lunchtime sports club set up to engage all pupils in sports and physical exercise • Target and monitor to ensure high participation numbers in lunch time clubs |

| Key indicator 5: Increased participation in competitive sport | | | | |
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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: |
| Enter and run sport competitions and increasing pupils' participation in the School Games (a national competition) | <ul style="list-style-type: none"> Compete in Hanson School Games (A and B teams) weekly Purchase further PE equipment and new kits After-school and lunchtime clubs used to prepare children for competitions Children take part in Junior Warrior competition | £1916.86 | <ul style="list-style-type: none"> Pupil voice shows children are enjoying high level competition Children in Year 5 took part in Junior Warrior competition Children took part in the regional Great British Dance Off. | |
| Apply for School Games Mark in 2021 – 2022. | <ul style="list-style-type: none"> Increase the school's competitive sport rate at both Level 1 (intra-school) and Level 2 (inter-school). | £ | <ul style="list-style-type: none"> School Games Mark was not achieved this year | <ul style="list-style-type: none"> Apply for the School Games Mark |

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| Signed off by | |
| Head Teacher: | Stephanie Ngenda |
| Date: | 10.07.2022 |
| Subject Leader: | Amber Myers |

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| Date: | 10.07.2022 |
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