



**Nash Mills CofE Primary School**

# **Sports Premium Plan Review 2020-2021**

Last Updated: July 2021

Plan Created by: Allan Maher, Hannah Jones, Tom Rayner

Written using the Youth Sports Trust template document



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>Most children (96%) report to enjoying PE and sport in school.</li> <li>Introduction of a range of a new sports and activities to supplement the curriculum offer.</li> <li>Adaptation of the curriculum to make it more focused on developing specific skills and ensuring that there is a clear progression pathway for these skills as pupils move through the school.</li> <li>Most pupils now achieve the Active 60 target through provision throughout the school day, including The Daily Mile and a focus on active travel to school.</li> </ul>	<ul style="list-style-type: none"> <li>Further development of assessment within the curriculum to track pupil progress.</li> <li>Targeted work to provide physical activity for those not yet accessing a range of sports and activities.</li> <li>Further development of staff CPD to help all adults to feel confident teaching a range of areas.</li> <li>Further links with external agencies and clubs to support pupils to access specialist training.</li> </ul>

Did you carry forward an underspend from 2019-20 academic year into the current academic year? NO

Meeting national curriculum requirements for swimming and water safety	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</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 2021.	89%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	76%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	35%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	No Not available for most of the last year due to COVID.

## 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: 2020-2021		Total fund allocated: £17,800		Date Updated: June 2021	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation:
					32%
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:
For all pupils to be achieving the target of 60 minutes of physical activity each day, including the least active children.	Sports Coach to be present during each lunchtime sessions to organise and run activities, encouraging participation from all pupils, including those identified as being the least active.	7.5hrs each week Sports coach time; 23% working time. £3870	All pupils now get at least 30 minutes' worth of targeted physical activity each day, with an additional 60 minutes twice per week during lessons.		<ul style="list-style-type: none"><li>To develop pupil leadership to run these processes more independently.</li><li>Targeted provision for the least active pupils.</li><li>Scooter/Cycling Proficiency offered to all pupils as a life skill.</li><li>To introduce recording of activities to promote pupil personal challenge.</li><li>Link to House point system</li></ul>
	To develop the range of activities available at break and lunchtimes for pupils to play with, including small football goals, netball games and skipping.	Football goals £223.30 Netball equipment £32	This has been heavily supplemented with our Walk to School focus, which shows that most pupils now travel in a sustainable way.		
	Promotion of role of Junior Travel Ambassador to encourage more children to ride or scoot to school. Track this using the WOW Living Streets Initiative	Cost of registering sponsored by Hertfordshire	94% pupils feel that they are more active now than they were last year, with some citing the fact that the Daily Mile and playtime structures are now embedded, meaning that they do these things each day.		
	Scooters purchased to offer as an activity to pupils through our curriculum and Daily Mile offer.	£566.81	94% pupils report to enjoying		

	To relaunch the Daily Mile initiative, with other activities offered to classes on a rota to keep the tasks interesting and engaging, promoting pupil participation.	Skipping ropes with counters for 30 pupils £28	the Daily Mile and variety of activities offered as part of it.	
For all pupils to be offered the opportunity to attend at least one extra-curricular sporting club each week, free of charge.	Sports Coach time used to organise and run after-school clubs, including sports not normally accessed by pupils (see indicator 4)	3hrs each week Sports coach time; 9% working time. £1548	During the year, the running of clubs has been significantly affected by the COVID pandemic. However these have run where possible, allowing provision for certain groups of pupils.	<ul style="list-style-type: none"> <li>To embed these targets as COVID restrictions ease.</li> </ul>
	To create a list of local sports clubs to signpost those pupils showing an interest or a particular talent. To regularly check which pupils attend these clubs.	Cost to compile list within Sports Coach admin	A directory has been created and some children have been signposted to external clubs.	
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement				<b>Percentage of total allocation:</b>
				<b>11%</b>
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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 develop pupils as leaders within the school sport structure, helping them gain the skills to plan for and lead different groups.	Sports Coach to run Sports Leader provision within school, helping Year 5&6 pupils to gain the skills to run events of other pupils to compete intra-school. At least one event each half term.	3hrs each week Sports coach time; 9% working time. £1548	The ability for pupils to lead competition has been significantly affected by COVID as bubbles were not allowed to mix. However all pupils have been exposed to different levels of competition.	<ul style="list-style-type: none"> <li>To embed this target as COVID restrictions ease.</li> </ul>

To embed physical activity into the school day through active travel to and from school, active break times and active lessons and teaching	See indicator 1			
To raise the profile of school sport and the recognition of where PE is being taught.	To purchase a jumper and t-shirt for all teachers to wear when teaching PE to show pupils the importance in the subject. To also be worn when participating in out-of-school sports.	£291	There has been a clear intent where staff are teaching PE and this has been noticed by staff and parents. Staff report to feeling more prepared for teaching the subject.	<ul style="list-style-type: none"> <li>To continue to supply to new staff.</li> <li>Replacement kit to be self-funded for from school fund account.</li> </ul>
<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				<b>Percentage of total allocation:</b>
				<b>40%</b>
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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 teaching staff to develop their skills, knowledge and confidence in teaching PE and sport across the school.	Sports Coach to work alongside staff to provide professional development, mentoring and training to help them teach PE and sport more effectively to all pupils.	14hrs each week Sports coach time; 42% working time. £7224	Most pupils (86%) report to feeling that they can access PE lessons well and enjoy what is offered to them, as opposed to 73% last year. This is largely due to the continued high-quality curriculum offer.	<ul style="list-style-type: none"> <li>To monitor Sport Coach sessions to ensure that teachers get quality support in addition to pupils.</li> <li>Where needed to target extra support at individuals.</li> <li>Further Pupil Voice to better understand why 14% pupils were not more positive.</li> </ul>
	To be aware of staff training needs and confidence in teaching specific elements of the PE and sport curriculum.	Within Sports Coach admin time.	60% teachers report to feeling more confident in teaching PE now as opposed to last year.	

	To use internet subscription to allow for support with PE lesson planning, to ensure broad and balanced curriculum coverage.	£395		
To be an active part of the local school sport partnership, which will allow staff, including those newly qualified, TAs and PE Subject Lead to access CPD.	To access CPD opportunities offered through the Dacorum School Sports Network throughout the year.	See indicator 5	6 different CPD opportunities accessed for different staff throughout the year,	<ul style="list-style-type: none"> <li>To continue to engage with the network as appropriate.</li> </ul>
<b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils				<b>Percentage of total allocation:</b>
				<b>4%</b>
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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 introduce new sports and physical to encourage more pupils to take up sport	<p>To introduce a number of new sports during the school year to encourage pupils to take up different sports.</p> <p>To consider sports that allow for safer participation inline with COVID-19 risk assessment.</p> <p>Sports to include:</p> <ul style="list-style-type: none"> <li>- Handball</li> <li>- Archery</li> <li>- Dodgeball</li> <li>- Badminton</li> <li>- Orienteering</li> <li>- Table Tennis</li> </ul>	<p>£123.60</p> <p>£166.58</p> <p>£37.50</p> <p>£99.58</p> <p>£151.80</p> <p>£124.88</p>	<p>All pupils felt that there was a good variety of sports offered as part of PE lessons and pupils could name many of those introduced this year. Pupils in older year groups could see how by accessing a variety of sports on the same theme helped to develop particular skills.</p> <p>Curriculum progression of skills has been revisited to ensure that pupils are taught skills appropriate to their age and stage needs.</p>	<ul style="list-style-type: none"> <li>To further implement a curriculum model, ensuring that there is a clear progression of skills throughout.</li> <li>Consideration of further sports and skills to supplement the curriculum or to be available for specific projects.</li> </ul>

To broaden the variety of extra-curricular activities after school	See indicator 1			
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				13%
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 gain the School Games Gold accreditation	See task below.  See indicators 1,2 and 3.		Due to the COVID situation, the School Games accreditation has not been continued in its normal format, however the school has registered for temporary recognition.	<ul style="list-style-type: none"><li>To continue to attend a range of competitive opportunities when available.</li><li>To continue aiming for Gold Accreditation with the eventual aim of Platinum.</li></ul>
To participate in a range of inter-school competition to increase pupils awareness of wider sport and to experience a range of competitive situations.	To be part of the Dacorum School Sports Network throughout the year, taking up a range of opportunities for pupils to participate in school competition.	£1080	We are a part of the local sports network and have accessed a range of online and virtual competitive events. We hope to return to face to face competition in the autumn.	

Will you carry forward an underspend from 2020-21 academic year into the current academic year? Yes - £281

Signed off by	
Head Teacher:	Allan Maher
Date:	July 2021
Subject Leader:	Hannah Jones
Date:	July 2021
Governor:	James Lewis
Date:	July 2021