

Reflection of 2019-2020 Sports Premium spending and PE action plan

Key achievements to date until July 2021	Areas for further improvement and baseline evidence of need
<p>The school was awarded the Gold Sports Award July 2020 and was frozen for the academic year 20/21</p> <p>School has the Healthy Schools award</p> <p>Severnbanks pupils and staff in y4/5/6 participated in cricket session through Glos Cricket trained staff and gave pupils a cricket coaching experience.</p> <p>Term 6 Y4/5/6 participated in cricket festival competitively.</p> <p>Y5/6 group of 12 participated in a Kayaking event in term 6</p> <p>The Daily Mile is in all Key stage one classes and in y 3 and 4, pupils' fitness, enjoyment in running and being more active lifestyle during the day has been observed.</p> <p>Wonderful wellies is established in Nursery and is timetabled weekly. Outdoor activity is encouraged in EYFs throughout the day with the increased outdoor continuous provision.</p> <p>Lunch sports club commenced term 6 for specific / identified bubbles</p> <p>The continued employment of play leader and new play equipment for each year group bubble has led to positive play times- reduced behaviour incidents and more pupils active during play and lunch times.</p> <p>Continued yoga in EYFS and KS1 has been very successful. All pupils engaged in a physical activity weekly and many had not experienced this type of activity before.</p>	<p>Develop outdoor continuous provision to address physical needs in Year 1 to ensure pupils are engaged in physical activity throughout the day and develop physical development.</p> <p>Through physical activity we need to support pupils' mental health, as good mental health allows pupils to develop resilience and grow into health adults. Continue with applying for Mental Health Award and develop Mental Health Ambassadors through GHLL</p> <p>Train youth leaders to develop active engagement during play and lunch for more pupils</p> <p>Nursery and EYFS pupils need to develop an understanding of healthy lifestyles which accompany physical activity.</p> <p>Training for new PE Lead.</p> <p>Develop CPD for all by sourcing external professionals</p> <p>Review the scheme of work for PE- ensure it meets needs of all pupils in school</p> <p>Audit PE resources across the school (June 2021)</p> <p>Further increase opportunities for children to participate in intra school competition in a range of sports and build these into the yearly calendar and long term plans for PE</p> <p>Increase opportunities for children to become involved in volunteering, both at school events and in the wider community</p> <p>Improve sustainability of extra-curricular provision including competitions and</p>

<p>During lockdown and partial opening of the school January – March 8th 21 Pupils were engaged in PE activities. Tasks were set in school and at home. Evidence was provided through class dojo PE specialist has demonstrated lessons for teachers. Staff meeting to support all teacher – expectations for PE and all teachers have understanding of what is taught in PE, why and when.</p> <p>Tokyo Day – Olympics enrichment day Term 6 Y1 -6 participated in a variety of activities.</p>	<p>festivals</p>
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Performance information for 2020-2021

Meeting national curriculum requirements for swimming and water safety.

This year group swam Jan 20 – March 20 No swimming sessions were available from March 20 due to Covid restrictions

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 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?	62%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	59%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	59%

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

Sports Premium plan for July 2021 – April 2022

Academic Year: 2021-2022	Total fund allocated June 2021: £18090	Total fund July 2021 – April 2022: £19,430	Date of creation: 20/6/2021
Children on roll: 236 (206)	Fund carried forwards from 2020-21 allocation: £1340	Planned expenditure April 2020 – April 2021: £19,402	Date of next review: 31/10/2021

Key indicator 1: The engagement of all 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:
£10231= 53%

Intent	Implementation		Impact	
What do we want the children to know, to be able to do, to learn and to practise? What do we want the children to achieve?	Actions to achieve intentions	Allocated funding	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:

<p>All children are active, busy and engaged during unstructured times in the school day and, from this, there is a reduction in behaviour incidents at lunchtimes.</p>	<p>Continue to use the Trim Track as part of Positive Playtimes for Ks2</p> <p>MDSA training on engaging pupils in play Lunch time super hero PBSW to attend then disseminate training on line 7/10/21</p> <p>The How to be a Lunchtime Superhero training to ensure playtimes are</p> <ul style="list-style-type: none"> • Playful and Positive • Listen to learn • Activities are fun • 'Your' School Rules Endorse and Empower Everyone • Relationships and Respect Matters 	<p>£1000 for replenishing resources and equipment</p> <p>£95 course</p> <p>£150 MDSA cost</p>	<p>Positive Playtimes are enjoyed by the majority for most of the time. All pupils know how to play traditional games on the school playground. Pupils understand how to play as part of a team</p> <p>Data from CPOMS 20/21 Term 1 30 incidents, Term 2 18 incidents (Term 3 not in school). Term 4 11 incidents of negative behaviour.</p> <p>Term 5 22 incidents increased due to pupils all in and not being able to play together. Need to encourage play and activity – training needed for MDSAs</p> <p>PBSW will monitor progress. Baseline completed then evaluate impact of training. Pupils actively engaged in positive play. Reduction of lunch time behaviour incidents. Use Term 1 data as baseline</p> <p>Evidence of</p> <ul style="list-style-type: none"> • Playful and Positive playtimes through observations by SLT • Listen to learn • Activities are fun • 'Your' School Rules Endorse and Empower Everyone • Relationships and Respect Matters 	
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<p>All children are active for at least 30minutes every day.</p> <p>Increase in attendance at school sports clubs.</p>	<p>Identify children who don't take part in physical activities outside of school and encourage them to take part in extracurricular activities, either by inviting them individually or by providing a wide variety of options to interest them and fund their participation.</p> <p>An PE coach to be sourced provide football club with a member of staff TA to run after school sports club (SW £731 for year)</p>	<p>£2731 for extracurricular club fees for the least-active children</p>	<p>Pupil voice/survey to be completed in September 2021 – use this as a baseline regarding pupils' engagement with physical activity out of school. Targeted intervention provides confidence in a smaller focused group where participants are physically active for 45minutes.</p> <p>Targeted pupils are more involved and participate to a higher fitness level in class PE lessons.</p> <p>Raising levels of physical engagement in school, eg increased numbers involved in lunch time activities through the Sports coach and lunchtime leaders.</p>	
	<p>Qualified yoga instructor who has worked with children is employed to teach yoga to all KS1 pupil.</p> <p>After school Club for KS2 for identified pupils to start 22nd September 2021 less active pupils</p>	<p>£2500.00</p>	<p>Last year all KS1 participated in Yoga classes– Children were engaged and spoke very positively about the experiences. Partial closure stopped the activity.</p>	
<p>There is a need for Year 1 to be provided with continuous provision and opportunities to explore and be physically activity during the day and as part of their curriculum.</p>	<p>Provide outdoor resources for year 1 – to ensure quality play and activity is taking place</p>	<p>£3000.00 (£1340 of carried forward)</p>	<p>Pupils will begin to know how being active affects their body and wellbeing</p> <p>Further development of structured activities at lunchtimes by lunchtime leaders. The aim will be to provide</p>	

			structured playtime opportunities to all EYFS/KS1 children to encourage them to be physically "active" at lunchtimes. Benefits include the development of core motor skills, fitness and mental well-being as well as increased social integration.	
All children in Key Stage 2 take part in more constructive physical activity during lunch times. More KS2 pupils actively engaged in physical activity.	<p>Play leader employed by school to facilitate play/ games and engage pupil.</p> <p>Teachers to develop ways within their classes for children to monitor their own progress and see the benefits of regular exercise.</p> <p>Play Glos – afternoon programme with target 10 pupils. Play leader will join them and be trained by them</p> <p>Autumn term 1 - implement play training from term 2</p>	£2000.00	Baseline survey by KS2 pupils regarding how active they are during the day. Further development of structured activities at lunchtimes by lunchtime leaders. The aim will be to provide structured playtime opportunities to all KS2 children to encourage them to be physically "active" at lunchtimes. Benefits include the development of core motor skills, fitness and mental well-being as well as increased social integration	.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.				Percentage of total allocation: (£1900) 10%
Intent	Implementation		Impact	
What do we want the children to know, to be able to do, to learn and to practise? What do we want the children to achieve?	Actions to achieve intentions	Allocated funding	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:

<p>All children aspire to be fit and healthy, now and in the future.</p> <p>Children learn from leaders and aspire to become active, positive role models to others.</p>	<p>Introduce the children to different role models, professionals and active people, either by inviting them into school or by visiting clubs/sports people elsewhere</p>	<p>Free</p>	<p>19-20, one 'professional' athlete visited through the cricket coaching. Some children took part in extra-curricular activities with professional sport coaches.</p>	
<p>Healthy lifestyles become an integral part of the children's education and school day.</p> <p>All children and staff feel proud of the school's achievements.</p>	<p>Champion healthy lifestyles – celebrate healthy food choices in school and active play times. Medals and awards for sports 2 pupils per year group per term £3.00 each purchase 100 bulk buy. Award these to pupils nominated by adults who have participated in activities</p>	<p>£ 300</p>		
<p>Children have a firm knowledge about local and world events. Children are motivated to take part in sport and physical activity now and in the future.</p>	<p>Utilise pupils' enthusiasm for sports and local/national events by celebrating, for example, the Olympics, Football World Cup and...</p> <p>Use of school Twitter account to promote sports</p>	<p>Free</p>	<p>June 21 (baseline): Olympic 2021 Tokyo day Y1 – Y6 participated</p>	
<p>All children aspire to be fit and healthy, now and in the future. Provide children with a love of active learning and outdoor learning (now and for the future)</p>	<p>Develop the provision of Outdoor classroom (Wonderful wellies) during lesson time. Resource the outdoor classroom by designing a wellbeing garden</p>	<p>£1000</p>		
<p>Children develop a sense of responsibility, respect, ability to work in a team and develop leadership skills.</p>	<p>Use Sports leaders, Playtime Buddies and Positive Playtime Leaders to engage children, be role models and have a role to aspire to hold in the</p>	<p>Free</p>	<p>There were no sports leaders 20/21 due to bubbles needing to be secure. Sept introduce sports leaders and playtime buddies</p>	

	future. Reintroduce Sports Mentors/ leaders through the PE specialist			
All children see and feel the benefit of regular exercise and physical activity so that they lead an active and healthy lifestyle.	The Daily mile sessions. The children to count the laps they complete, and then these are added up and totalled at the end of the week. Display achievements on board in hall.	Free		
All children aspire to be fit and healthy, now and in the future.	<p>Celebrate Walk to School Week (e.g. class competition, house competition, walking bus to school each day, adding up mileage of walks/runs/cycles to school etc.)</p> <p>Develop healthy lifestyle in nursery/EYFS - provide them with a variety of healthy food to try and taste – benefits of eating healthy on body and mind</p> <p>Develop healthy mind- healthy lifestyle Apply for mental health award through GHLL- release time for mental health coordinator/ training and purchase resources</p>	<p>Free</p> <p>£300</p> <p>Free</p> <p>Subject leader release time Cover for Pupil voice etc £300</p>	<p>March (baseline): The school hasn't recognised Walk to School Week for a numerous year. There is no current data to state how many children walk/cycle/run to school and how many come by car.</p> <p>Big Pedal was successful March 21 Two weeks of pupils participating in walk/scoot/bike to school. All year groups participated from nursery to year 6. The highest-class total was Ash Class (which is Year 4) with 464 journeys.</p> <p>Severn banks School came 292nd nationally out of 576 schools with 69.88% of pupils taking part over the 10 days.</p>	

			<p>We were 29th in Southwest out of 62 schools Our grand total was 3, 087 journeys.</p>	
<p>Parents and families see and feel the benefits of leading an active and healthy lifestyle and, if necessary, make a change to their lifestyle.</p>	<p>Encourage parents and families to join in with Walk to School Week, The Daily mile, Sports Day and Race for Life. Advertising on Website/ Dojo/ Tapestry Provide opportunities for parents/families to take part in physical activities alongside their children</p>	Free	<p>July 21 Big pedal 20/21 academic year - Two weeks of pupils participating in walk/scoot/bike to school. All year groups participated from nursery to year 6. The highest-class total was Ash Class (which is Year 4) with 464 journeys. Severn banks School came 292nd nationally out of 576 schools with 69.88% of pupils taking part over the 10 days. We were 29th in Southwest out of 62 schools Our grand total was 3, 087 journeys.</p>	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.				Percentage of total allocation: (£5371) 27%
Intent	Implementation		Impact	
What do we want the children to know, to be able to do, to learn and to practise? What do we want the children to achieve?	Actions to achieve intentions	Allocated funding	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Staff are better equipped to teach the skills required for a range of sports. Children experience a range of sports.	Enhance the teaching and learning of PE: arrange CPD for all staff especially ECT- attend relevant courses Providing staff with opportunities to work alongside professional coaches to build confidence in PE and be able to lead PE clubs with increased confidence. Book professional coaches agencies to deliver sports sessions throughout the year eg dance, rugby, gymnastics	£1500 £300 2 supply days to release new subject leader.		
Children experience professional coaching and parents have confidence in the skills being taught to their children.	Ensure that any professional coaching that children experience is celebrated and shared with parents.	Free through website and dojo		
To be able to swim 25 m by the time they leave primary school	Train a member of staff in swim coaching https://www.swimming.org/ios/course-information/school-swimming-water-safety-overview/ Apply to become a School Swimming and Water Safety Charter	Course for staff £36.00	End of year pupils can swim 25m Pupils will be able to rescue themselves if in danger in water	

	TA trained swim coach to be an additional adult – split year group and have more intensive swim sessions	£2635.00 for year £900 for additional lessons for those who do not meet 25 m standard		
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.				Percentage of total allocation: (£1200) 6%
Intent	Implementation		Impact	
What do we want the children to know, to be able to do, to learn and to practise? What do we want the children to achieve?	Actions to achieve intentions	Allocated funding	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Children experience new sports and physical activities and a wider range of sports. More children take up sport and physical activities (now and in the future).	Improve the extra-curricular club offer by introducing new clubs that will appeal to different interests, ages and needs. Target the least active children's interests and encourage them to join (see Key Indicator 5 also) and provide teachers with CPD if working alongside a qualified coach (see Key Indicators 1& 3).	See KI1 for club payments for least active children.	March 2020 (baseline): 79 children took part in sporting extra-curricular clubs in 2019-20. Of this number 36 children were in receipt of Pupil Premium.	
Children who don't take part in physical activities outside of school have the opportunity to take part in them in school.				
Children aspire to be fit and healthy, now and in the future. Children enjoy sport.	Try new sports through enrichment opportunities, enrichment days, competitions inviting local sports people in, hosting assemblies with sports clubs, working with professional athletes and sports stars (also see KI2 re: working with professionals and leaders)	Enrichment day Cost £400 for 1 day plan 3 days £1200	July 21 (baseline) Enrichment day Tokyo sports Y1 –Y6 all pupils participated and enjoyed sports eg archery	



All children aspire to be fit and healthy, now and in the future.	Arrange enrichment days and additional activities during term time for the school to celebrate and enjoy (also Key Indicator 4).	see above	July 21 (baseline) Enrichment day Tokyo sports Y1 –Y6	
Children experience a range of sports. All children know what it's like to represent and be part of a team.	Revamp Sports Day so that all children can participate, achieve and try new sports. Use Sports Captains to support younger children and be good role models for them.	Free	July 21, All children took part in sports day but parents could not watch their child compete and children took part in the same sports as previous years.	
Develop partnerships with secondary schools and pre-schools to run sports activities and clubs.	Contact local secondary schools to develop links and plan activities either at the secondary school or utilising the skills of secondary pupils by inviting them into school to support PE lessons, clubs or competitions.	Free		



Key indicator 5: Increased participation in competitive sport.				Percentage of total allocation: (£700) 4%
Intent	Implementation		Impact	
What do we want the children to know, to be able to do, to learn and to practise? What do we want the children to achieve?	Actions to achieve intentions	Allocated funding	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<p>All children know what it's like to represent and be part of a team.</p> <p>Irrelevant of age or ability, children feel proud of their achievements and have the opportunity to compete against others while representing the school and being part of a team.</p> <p>More children will compete in games, matches or tournaments against other children.</p>	Enter competitions, leagues and festivals alongside other schools. Enter new competitions, leagues and festivals not previously entered to engage more children and provide more opportunities for more children to compete.	£300	56 children represented the school in 2019-20 in events with/against other schools.	
	Provide all children with the opportunity to compete against their peers in school, e.g. class sports events, sports days, mini-leagues.	Free		



More competitions will be entered than the previous year.	Provide more children with the opportunity to compete against others and represent the school, including children in KS1 and children with SEND,	£400	20 21 8 pupils participated in Panathlon All pupils who were in school participated in sports day events. Fully inclusive	
Children experience competing at or visiting sporting organisations and venues.	Take children to other venues and to visit other organisations to experience a range of new places, people and physical activities. This will be particularly useful at motivating and engaging the least active children. eg Lydney clubs/Glos Rugby	Costed above		
Children see staff as active role models.	Staff to set an example by competing in events for children to watch or share in fundraising events, house competitions and enrichment days.	Free		
Children want to exercise, take part and be part of a team. All children see the benefits of leading an active lifestyle.	Continue The Daily mile - include competition to motivate children further. The Daily mile competition to accrue miles and get from southern England to northern Scotland to launch days.	Free	July 21 (baseline): All KS 1 classes participated in the daily mile and additional 2 classes in KS2 Impact of daily mile to be monitored.	
Increase pupils' participation in the School Games. All children and staff feel proud of the school's achievements.	Apply for the School Games Award as a motivator to enhance the school's sports provision and as a reward for the work the school does to engage children in sport.	Costed above	.	



Ratification

This plan has been accepted and "signed off" as follows:

Head Teacher:	Mrs S Poole
Date:	14/7/2021
Subject Leader:	Pete Tomley
Date:	25/7/21
Governor:	Rod Johnson
Date:	23/7/21