



Sports Premium Action Plan 2021 – 2022

Our overall aim is that every child at Edgar Stammers will enjoy increased participation in a range of sporting activities and understand the importance of a healthy lifestyle.

Our curriculum will give children the opportunity to become more confident with their fine and gross motor skills and be able to apply these to a range of different activities. The benefits of physical activity, on not only a child's physical health, but also their mental health, are vitally important. We want every child to have fun in PE and be confident in expressing their unique talents. At Edgar Stammers we will support children's wellbeing and self-esteem, providing provision that results in children developing other key skills in areas such as communication, leadership and teamwork. At Edgar Stammers we want children to develop these skills in individual and team sports, developing knowledge and experience that they can use and apply beyond their primary school education. Through registering with different organisations, we will give children the opportunity to compete against other children of the same age, from different schools and backgrounds but also against each other at our annual sports day celebration.

COVID-19

During last academic year, PE and Sport at Edgar Stammers became significantly impacted. The majority of our children spent a proportion of time not being in school. The impact of this is that our children missed out on a huge portion of their annual PE and Sports entitlement. Whilst we were proactive in creating both home and online learning opportunities within PE, this was no substitute for the high-quality provision our pupils usually receive. Although all children returned to school as of March, we still experienced significant disruption to PE and Sport for various reasons including: UWMAT Policies, Government Guidance for Safe PE, Timetable Restrictions, Safe Use of Equipment / Facilities, No Extra Curricular Provision and No External Events / Competitions. Despite this, we endeavoured to ensure that our children receive the highest possible calibre of provision within their school day. This academic year we will be using the £8,190.74 of Sports Premium carried forward from 2020-21 to address the gaps in this curriculum area that have arisen due to Covid and to re-establish high quality extra-curricular / additional sports provision.

Sports Premium allocation

The total amount of sports premium for Edgar Stammers Primary Academy is £18,660.

Due to the COVID 19 pandemic there was a surplus last year of £8,190.74.

That means the total sports premium available for 2021-22 is £26,850.74.

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST





It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](#) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2020** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2020. To see an example of how to complete the table please click [HERE](#).

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 2022:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> Increased sporting after school clubs meaning that more pupils took part in physical activity outside of school hours and in addition to their PE lessons. The school participated in a wide range of sports competitions and a high percentage of pupils had the opportunity to participate. The percentage of disadvantaged pupils participating in sports competitions was reflective of the school context. PE lead teaching PE alongside other teachers, providing high quality experiences for pupils and regular CPD for staff, has led to pupils being increasingly enthusiastic about physical activity. 	<ul style="list-style-type: none"> Introduction of a daily mile (or equivalent) to further promote the importance of exercise on your physical and mental wellbeing. The number of pupils leaving Year 6 being able to swim competently needs to continue to rise. Increase the percentage of pupils participating in sports / physical activities at lunchtimes. Ensure that sufficient sports equipment exists in school for increased percentages of pupils to access it at lunchtimes. Staff to receive in-house CPD/catch up for gymnastics and dance

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? 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.	N/A – no swimming in school from March 2020 – July 2021 Swimming only in Autumn 21 for last year’s Y6
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	45%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	33%
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?	Yes/No Additional swimming sessions for all Year 5 pupils, in addition to NC requirements.

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: October 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:
Intent	Implementation	Impact	37%	
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:
Increase equipment available for pupils / Sports Leaders at lunchtimes so that pupils are more actively engaged in physical activity at this time of the day.	Purchase additional lunchtime equipment for pupils to use to support physical activity. Purchase additional storage for this equipment to prevent loss and damage.	£5,000 (Resources and secure outdoor storage)	<i>Pupils are more physically active at lunchtimes. Pupil voice demonstrates that pupils have more purposeful playtimes and are significantly more active. Lunchtime play is structured and there is an increased profile of PE. Play leader equipment is looked after and maintained.</i>	Plan for long term – i.e. replacement and updating of equipment in future years.
				38%
Increase the competency, confidence and proficiency of pupils' swimming over a distance of at least 25 metres.	Additional swimming lessons for Year 5 pupils, on top of national curriculum requirements. (Very low % of pupils swim at any other times than in lessons provided by the Academy.)	£4,839 (Swimming Pool) £2,254.33 (1/3 of minibus hire) £170 (1/3 of minibus insurance)	<i>45 % of pupils were able to swim at least 25 metres by the end of year 6.</i>	Analysis of impact of additional lessons. Continue to track whether pupils are also swimming outside of school. Is this % increasing / decreasing?

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
Intent	Implementation		Impact	3%
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:
Raise the profile of PE and Sport across the school by ensuring that they are a well-established part of school life.	Charity sponsored sports event planned, organised and carried out. End of year sports celebration for all pupils and parents. PE lesson rewards to provide instant positive feedback.	£100 (Certificates, stickers, posters etc.)	<i>All pupils took part in the sports celebrations. Inter school competitions run successfully.</i>	
Introduce a smart PE kit for all KS1 and KS2 to give pupils pride in themselves and raise self esteem when taking part in PE and Sport.		N/A	<i>Pupils are dressed appropriately for PE. Gym and dance are taught with appropriate health and safety points for clothing.</i>	


Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
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:
Increase quality of teaching and learning in PE.	PE specialist teacher from University of Wolverhampton Wednesfield Academy to support teachers in KS2	N/A	<i>Further increased quality of teaching and learning was evident.</i>	How can this programme of support be extended / sustained in future years?

Increase teachers' confidence in maintaining good behaviour during PE lessons. Ensure that all pupils are appropriately challenged in PE and able to make at least good progress.	in further developing the quality of teaching and learning of PE. Teacher to support 2 afternoons per week for a period of 7 weeks – initial focus on Years 4 and 5.		<i>Teachers are more confident in teaching PE and in managing behaviour during these sessions.</i>	
--	---	--	--	--

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
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:
				8%
Pupils to experience playing sport in other venues and using specialist sports equipment. Pupils to experience specialist sports teaching.	Some KS2 pupils (y5 and y6) to experience a session of sport using the specialist sports facilities at University of Wolverhampton Wednesfield Academy.	£2,254.33 (1/3 of minibus hire) £170 (1/3 of minibus insurance)	<i>Pupils have experienced larger scale sports facilities.</i> <i>Pupils have experienced an increased range of sports activities.</i> <i>Pupils' engagement in and enjoyment of sports has increased.</i>	Continue to embed the relationship between the 2 Academies so that links to particular curriculum areas, knowledge and skills are further developed.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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:
				3%

what they need to learn and to consolidate through practice:			changed?	
Kit – badges printed on football kit Competitions – who, what etc	Participation in local sports events in Walsall consortium.	£170	<i>The academy is now participating fully in Walsall sports community events. More pupils from different backgrounds are having the opportunity to take part.</i>	
Total allocated: 17,000				

Signed off by	
Head Teacher:	
Date:	12.07.21
Subject Leader:	Joseph Rusted
Date:	12.07.21
Governor:	Mrs Mary B McGrath
Date:	14.07.21

Created by:  association for
**Physical
Education**  YOUTH
SPORT
TRUST

Supported by:   SPORT
ENGLAND  Active
Partnerships  UK
COACHING  UK
active More people
More active
More often

Created by:  association for Physical Education  YOUTH SPORT TRUST

Supported by:   SPORT ENGLAND  Active Partnerships  UK COACHING  UK active More people. More active. More often.