

Fulbourn Primary School

Sports Premium review

2021- 2022



Total number of pupils in Year 1-6	244
Sports premium grant 2021-22	£18,500
Sports premium carried forward from 2020/2021	£9,297
Total to be spent by 31 st July 2022	£27,797

Key achievements to July 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> - Professional development courses and sessions attended by staff including Salsa dancing, gymnastics - Increased knowledge of the National PE curriculum among TA staff through team teaching opportunities with JS Sports. - Data suggests - Increased participation and enjoyment of students in PE due to hiring of a Sports TA to assist with lessons. - Children are more engaged with physical activity during break times with the introduction of new sports equipment made available at break times, and mid-day staff demonstrating and supporting game play with this equipment. - Pre-covid all children engaged in annual multi-school competitions e.g. multisports/athletics - Covid adaptations <ul style="list-style-type: none"> Weekly fitness videos created for each phase by JS Sports to promote regular physical activity when learning remotely. Increase in outdoor learning opportunities on return from National lockdowns to promote increased physical activity 	<ul style="list-style-type: none"> - To provide more opportunities for outdoor learning and physically active lesson across the curriculum so that a range of lessons are consistently active. - Introduce new sports to widen children’s experience of activity – use pupil voice questionnaire to direct this. - Increase participation and variety of extra-curricular clubs. - Launch school games bronze award - Early identification of ‘least-active’ and inclusion in active early morning groups to develop life-long active habits - Continue to draw upon best practice from the Primary P.E. and Sports Premium Report 2019 - Development, recognition and celebration of of active hobbies, interests and talents - Re-introduction of multi-school competitions as festivals as soon as covid restrictions allow - Introduction of school sports teams including netball and football.

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 2021.	93%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	75%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	93%
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

Action Plan and Budget Tracking

Academic Year: 2021/22		Total fund allocated:£27,797		Date Updated: 19/07/22	
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: 65%	
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:	
<ul style="list-style-type: none"> - Children will have access to a range of active sports during lunchtimes each day. - Children will have access to a wider variety of sports equipment available at playtimes to support them achieving daily active playtimes - Ensure all children have appropriate clothing to take part in PE lessons 	<ul style="list-style-type: none"> - Lunchtime activities will be run by professional coaches - An additional sports TA will support children below age-related expectation to access lunchtime sports clubs - Further equipment will be purchased for active lunch and playtimes - Resources purchased will be robust for outdoor use and focus on adaptive use in a wide range of outdoor activities - Extra PE kits will be purchased to ensure kit is available for children of all 	<ul style="list-style-type: none"> £11,000 £1000 £200 	<ul style="list-style-type: none"> - A minimum of three sports activities run each lunch time by qualified sports coaches. These include basket ball, football, cricket, multi-sports, dodgeball etc. - The necessary equipment is in place to support the coaches to run lunch activities for a larger number of pupils. - All children have appropriate clothing for PE lessons and engage 	<ul style="list-style-type: none"> - Continue to increase the range of sports available at lunchtimes e.g. archery - Continue to increase range of resources for active activities at lunchtimes. - Introduce second hand PE kit store alongside 	

<ul style="list-style-type: none"> - Provide active nurture groups for more vulnerable and less active children 	<p>ages.</p> <ul style="list-style-type: none"> - TAs to lead active nurture groups 	<p>£5,600</p>	<p>fully.</p> <ul style="list-style-type: none"> - Active nurture groups run daily (now cross-age following the removal of covid restrictions) 	<p>newly purchased kit.</p> <ul style="list-style-type: none"> - Consider refining active nurture groups to respond increasingly to pupil voice.
--	--	---------------	---	---

<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation: 6%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	<p>Sustainability and suggested next steps:</p>
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>		<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>
<ul style="list-style-type: none"> - New subject leaders established in role - Children see PE and active learning as integral to their learning experiences - The profile of sport is raised across the school and children value physical activity 	<ul style="list-style-type: none"> - Allow time for strategic planning - New subject leads to attend appropriate training eg new to subject leadership, effective use of PESSPA etc. - Introduction of Wild Wednesdays in middle school - Sporting role model visitors to run assemblies and trial sessions, providing real-life context and inspiration. - Introduction of sports person of the week award 	<p>£ 500</p> <p>£500</p>	<ul style="list-style-type: none"> - Confident subject leader in place following quality CPD - Middle school ran full outdoor learning days for 6 months on Wednesdays. Pupil voice showed high impact on motivation and attitudes to learning. - JS Sports introduced sports player of the week 	<ul style="list-style-type: none"> - Continue to build networks for subject leader and other staff eg local partnerships, competitions - Increase female role models and visitors in school. - Increase non-stereotypical visitors to school eg female footballers, male netballers, disabled players etc. - Raise profile of sports person of the week in celebration assemblies

<ul style="list-style-type: none"> - Active hobbies, interests, achievements and talents celebrated, recognised and promoted. 	<ul style="list-style-type: none"> - Wellbeing committee to lead pupil voice survey - Links developed with J.S. Sports and Kids R US (wrap around care provider) to promote new and exciting ways to enjoy exercise - Sports competitions introduced to lunch and playtimes - New school teams established e.g. football and netball 	<p>£500</p>	<ul style="list-style-type: none"> - Enrichment programme included forest school, orienteering, gymnastics, multi-skills, netball, dance - Football team re-introduced to school with new kit - Inter-class Olympics run by Year 5 	<ul style="list-style-type: none"> - Increase intra-school competitions - Continue to increase range of sporting activities accessible for children e.g. new age curling, archery
--	--	-------------	---	---

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				14%
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:
<ul style="list-style-type: none"> - TAs, including those new to the school, will be confident supporting and promoting high quality provision - Review of whole curriculum maps - Introduction and development of new PE assessments 	<ul style="list-style-type: none"> - Team teaching opportunities for TAs with qualified sports coaches and sports TAs to develop practice - Pupil voice survey to support/inform curriculum map review - Review curriculum map - Share refined curriculum map in CPD session - Trail and refine assessment system for PE 	£4,000	<ul style="list-style-type: none"> - New TAs confident to support PE lessons following team teaching with sports TA from JS Sports - Review of curriculum maps led to new rounders, gymnastics performances and cricket units being introduced. - PE assessments introduced termly 	<ul style="list-style-type: none"> - Review shallow, deep and profound statements for PE objectives
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				14%
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:

<ul style="list-style-type: none"> - Raise the quality of sporting activity across the school using expertise from J.S.Sports - Continue to offer and expand upon the range of activities both within and outside the curriculum, with a particular emphasis on the least-active. - Build links with the wider community to promote physical activity e.g. pupil online and physical sporting notice boards and assemblies. 	<ul style="list-style-type: none"> - J.S.Sports to implement and model a range of sporting and active opportunities for pupils within and beyond the curriculum. - J.S.Sports to support and develop Sports Day - Purchase appropriate resources e.g. outdoor speaker for dance and resources for orienteering. - Build external links with the community. 	<p>£4000</p>	<ul style="list-style-type: none"> - Professional tennis coaching sessions in years 1-6 - Targeted Sports TA provision to support the least active in PE lessons and lunchtimes. - Community notice board in newsletter promotes local sports and active opportunities beyond school. - Increased range of activities available e.g. cheerleading introduced this year - New links with the Parish Council supporting use of the MUGA pitch 	<ul style="list-style-type: none"> - Continue to expand range of active outdoor opportunities
--	--	--------------	--	--

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2%
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:
<ul style="list-style-type: none"> - Re-introduce inter-sports competitions in the post-covid recovery period through the Cambs sports partnership. - Increase competition opportunities on site - Full school sports day reintroduced with parents invited in the post-covid recovery phase. 	<ul style="list-style-type: none"> - Sign up to relevant competitions as soon as they become available - Plan school competitions in a range of sports - Establish new sports teams e.g. netball and football - Book J.S.Sports staff for sports days 	£500	<ul style="list-style-type: none"> - Football team participated in inter-sport competition Years 3-6 - Sports day re-introduced post covid with full parent/carer involvement for years R-6 - Year 3 and 4 participated in intra-school Olympic competition run by Year 5 - Whole school Cambridge to Cambridge sponsored event promoting walking, scooting, cycling. 	<ul style="list-style-type: none"> - Re-introduction of house teams to support intra-school competition.

Signed off by	
Head Teacher:	Beci McCaughran
Date:	05/09/21
Subject Leader:	Louise Bamber and Becca Edwards-King
Date:	05/09/21
Governor:	Liz Young
Date:	05/09/21

