



PE and Sport Premium Report 2021-2022

The PE and Sport Premium is designed to help primary schools make additional and sustainable improvements to the quality of the physical education (PE), physical activity and sport they provide.

This means that schools should use the PE and sport premium to:

- develop or add to the PE, physical activity and sport that they provide
- build capacity and capability to ensure that improvements made now will benefit pupils joining in future years.

The 5 key indicators of this are:

1. Engagement of all pupils in regular physical activity
2. Raised profile of PE and sport across the school as a tool for whole-school improvement
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport

In 2021-22, we received a PE and Sports Premium of £17,380

Funding from previous years - £17,052 carried forward

As a result of the coronavirus (COVID-19) outbreak, the Department for Education took steps to relax the ring-fencing arrangements for the PE and Sport Premium in the 2019-20 academic year to allow any unspent grant to be carried forward into the 2020-21 academic year. A further relaxation of ring-fencing arrangements for the PE and sport premium was agreed for 2020-21. This allowed any unspent grant to be carried forward into the 2021-22 academic year. This funding must be spent by 31 July 2022 as this is a requirement of the grant.

This year, and combining expenditure from the 2019-20 and 2020-21 academic years (£30,550), we have used it to:

- ✓ Improve our outdoor learning provision for Key Stage 1 (key indicators 1,4);
- ✓ Purchase active learning and sports equipment to support fundamental movement skills and the teaching of a wider range of sports including badminton and hockey (1,4, 5);

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- ✓ Increase opportunities for active play at lunchtimes, including a greater range of equipment and staff encouraged to promote physical play through their own physical engagement with the children (1,2,4);
- ✓ Increase access to physical activity at the start and end of the school day (1,4);
- ✓ Provide additional PE sessions to children in Years 1,2 ,3 and 4 whilst upskilling and providing professional development opportunities for teaching staff (2,3);
- ✓ Develop the use of in-school competitions such as hockey, tennis and badminton (4,5);
- ✓ Provide staff training and professional development, including leadership time to work with other Sports Leaders across PACE Academy Trust, and attendance at a sports conference (2,3);
- ✓ Re-establish the Sports Leader programme for Year 5 and 6 children. This provides children in Upper Key Stage 2 with an opportunity to lead sporting events across the school, including Sports Day (1, 2, 3, 4, 5);
- ✓ Complete an audit of the PE curriculum (including feedback from parents and the children) resulting in the enhancement and replacement of equipment and the introduction of new activities (basketball, orienteering and cricket, for example) (1, 2, 4)

Impact of Sports Premium 2021-22

Meeting national curriculum requirements for swimming and water safety (summer 2022)

What % of your current Year 6 cohort swim competently, confidently and proficiently over a distance of 25m?	69%
What % of your current Year 6 cohort use a range of strokes effectively? (for example, front crawl, backstroke and breaststroke)	52%
What % of your current Year 6 cohort perform safe self-rescue in different water-based situations?	69%

Key indicator 1: The engagement of all pupils in regular physical activity – recommendation that primary school children undertake at least 30 minutes of physical activity a day in school

- ✓ All children (EYFS-6) are timetabled at least 2 hours of PE every week. Children also take part in timetabled regular brain breaks, giving children opportunity to move more during class time to aid focus during lessons.
- ✓ The installation of the KS1 outdoor learning frame has increased access to planned opportunities for physical activity but also provided incidental times across the school day when children are active (the start and end of the school day and play, lunchtimes, also class opportunities).
- ✓ External and internal competitions and a skills festival have been organised for EYFS-Y6. This has helped the development of social skills, leadership, teamwork and communication skills, alongside facing new challenges.
- ✓ New sports equipment purchased, leading to increased participation in lessons and improvement of skills, as more children have equipment that is fit for purpose and matches the current PE curriculum map.
- ✓ Pupil voice questionnaire highlighted that most children are aware of the importance of PE as a subject for their own health and wellbeing, with the average importance rating of 9 out of 10. Children were also able to identify benefits of PE, and voiced many aspects that they enjoy about PE lessons, including keeping them active.

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- ✓ Feedback from parent voice questionnaire showed that they felt PE is an important part of children's development and leads to better academic learning. They voiced that it is necessary to get children outside as much as possible.
- ✓ Children demonstrated positive attitudes to health and wellbeing during 'Health Week'.
- ✓ Through re-establishing the Sports Leaders programme, children's activity levels in KS1 have increased. The Sports Leaders have timetabled sessions 3x a week in each class, enabling every child in KS1 to take part in additional games at lunch time. The Sports Leaders also took part in a range of training modules, increasing their knowledge, understanding and awareness of the importance of being active. This has enabled them to lead and run 'Energy Club'.

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement

- ✓ The impact of children wearing their PE kit into school on PE days has maximised time spent in PE lessons and meant PE is being taught at least twice a week.
- ✓ Re-establishing the Sports Leaders programme has raised awareness of sport and leadership. They have led assemblies, festivals and whole-school events (including Sports Day). This has inspired younger children to want to apply to be Sports Leaders when they are in KS2, and has raised awareness of the importance of sport/activity, by providing positive role models in the school. There is also a PE and School Sport display in the school hall displaying upcoming events, generating excitement and getting more children involved.
- ✓ The new range of sporting equipment has enabled children to enjoy practising the skills learnt in lessons, during break and lunchtimes and has helped foster a love of sport for enjoyment as well as health benefits. It has ensured the quality of the lessons being taught was not affected by the loss of or use of damaged equipment.
- ✓ Active lunchtime sessions have created an increased enthusiasm for being physically active during the sessions and throughout the remainder of the day. Behaviour during break and lunchtimes has improved. Several members of staff have commented on a reduction in the number of altercations during these times, and the number of children who were reported for poor behaviour.
- ✓ Health week provided an opportunity for children to share sporting successes from in and outside of school, raising the profile of sport and motivating others to want to take part.
- ✓ Pupil interviews inform us that pupils enjoy their PE lessons and that pupils enjoy the variety of activities on offer during curriculum PE. They emphasised the inclusivity of PE and the sporting values promoted throughout all PE lessons.
- ✓ Intra-school competitions have raised the profile of competitive sport within school. All children from EYFS-Year 6 have been involved with at least one in-school festival or competition. Some children have also represented the school at inter-school competitions, again raising the profile of sport. Their experiences were shared and celebrated during whole-school assemblies, inspiring other children. For example, we had 8 children reach finals in the Croydon Schools Athletics Championship.
- ✓ 'Wellbeing Wednesday' has raised the profile of physical, mental and emotional health throughout the entire school, with children taking part in active lessons and learning about keeping happy and healthy, including 'Woodland Wednesday' sessions.
- ✓ Fixtures and results are published on the PE display in the hall. Participation in fixtures is also celebrated on school social media accounts, promoting a sporting culture.

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

- ✓ Funded specialist coaches working alongside teachers has increased staff confidence, knowledge and skills. All teachers are able to more confidently plan, teach and assess National Curriculum PE lessons. This has increased sustainability of PE provision.
- ✓ Staff are more confident and more skilled, as evidenced through feedback and lesson observations. This has enhanced the quality of provision.
- ✓ All staff have received input into how to differentiate lessons. This has led to a more inclusive curriculum which inspires and engages all pupils.
- ✓ The PE Subject Leader has attended CPD, forums and PACE Academy Trust meetings, allowing them to be secure in their knowledge of the whole school curriculum overview and '3Is', as well as sharing best practice.
- ✓ Teachers confidently deliver active break sessions alongside curriculum subjects, and promote outdoor learning across the curriculum.
- ✓ Observation of the swimming teacher and TA have ensured that a safe, supportive environment is promoted.
- ✓ Pupil voice highlighted that they enjoyed PE because they liked that their teachers and other adults interacted with them during PE lessons, to make it fun and educational. Discussions inform us that pupils enjoy the variety of activities on offer during curriculum PE.

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

- ✓ During active lunchtimes, the children were given the opportunity to improve fundamental movement skills through practice and participating with 'personal challenges'. The children were very successful in the challenges, which improved their ability and fitness overall.
- ✓ Children were provided with opportunities to take part in taster sessions for a range of sports from outside companies, including Martial Arts and Futsal. Due to their popularity, they were then included in extra-curricular provision. In the parent questionnaire, some parents commented that the extra-curricular provision and taster sessions have been a positive change to PE at New Valley this year. One parent said, 'The taster sessions of new sports are great. It means that he wants to take them all up as a hobby.'
- ✓ The taster sessions have also increased pupil awareness of opportunities available in the community. Children are signposted to community clubs. The school social media account promotes local sports clubs that have a link with New Valley, such as Old Cats Rugby Club.
- ✓ Through a broad and balanced PE curriculum and extra-curricular provision, children have the opportunity to develop wider life skills; communication, teamwork, fair play and leadership.
- ✓ New sports equipment – for hockey and badminton, for example – has been purchased, resulting in increased participation in lessons and improvement of skills, as more children have equipment that is fit for purpose and matches the current PE curriculum map.
- ✓ Completion of an audit of the PE curriculum (including feedback from parents and the children) helped to identify the need for enhancement and replacement of equipment and the introduction of new activities in next year's curriculum map e.g. basketball, orienteering and cricket. Children feel involved in decision making.

Key indicator 5: Increased participation in competitive sport

- ✓ All children from EYFS-Year 6 participated in intra-school competitions or festivals. All children participated in and enjoyed Sports Day, and parental involvement in the afternoon races was popular.

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- ✓ Some children in KS2 were involved in inter-school competitions (e.g. Croydon Athletics) and community events (Palace on the Pitch). Fixtures and results are published on the PE display in the hall. Fixtures are put into the school calendar, and photos on school social media accounts promote sporting culture.
- ✓ The Sports Leaders programme has enabled children to plan, organise and lead competitions, festivals and whole-school events (including Sports Day), raising the profile of sport/activity by providing positive role models in the school.

Sustainability for the Future

We hope that by improving the active learning facilities available across the school, it will benefit pupils joining the school in future years.

Training for staff through sports coaching and other professional development opportunities increases skills and confidence for the future.

Looking forward into the future, the plans to further develop PE and Sport include:

- ✓ Increasing outdoor learning opportunities throughout the curriculum (developing a Scheme of Work for outdoor learning)
- ✓ Increasing opportunities for children to take part in competitions and events within the school as well as extending opportunities for partnerships with other schools locally and across the Trust.
- ✓ Increasing the participation of our children in active play at lunchtimes and before/after school.
- ✓ Building upon the work of Sports Leaders, training new children from Years 5 and 6 and increasing opportunities for them to be involved in the planning and delivery of events and activities across the school
- ✓ Improving the storage of sports equipment to make it more accessible.
- ✓ Purchasing sports kit and athletics bibs in order to raise the profile of the school's sports teams and increase self-confidence and pride.

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