

Disley Primary School Sport Premium Report – 2021/22

Details with regard to funding

Please complete the table below.



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| Total amount carried over from 2020/21 | £6,417 |
| Total amount allocated for 2021/22 | £18,440 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £24,857 |
| Total amount of funding not spent at the end of 2021/22 | £0 |

Swimming Data

Please report on your Swimming Data below.

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| <p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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 then transfer to the pool when school swimming restarts.</p> <p>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</p> | 97% |
| <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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.</p> <p>Please see note above</p> | 97% |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p> | 97% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 97% |
| <p>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?</p> | <p>Any Year 6 pupils who had not previously passed (they went swimming in Year 4) had access to as many lessons as they required over a 2 week period – 4 out of the 5 passed</p> |

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| | each criteria, the one who didn't was absent for one of the two weeks |
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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 spent: £24,857 | | Date Updated: 27/07/2022 | |
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| <p>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</p> | | | | | |
| 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: | | Evidence of impact: what do pupils now know and what can they now do? What has changed? | |
| The school will invest in play equipment for each phase for the children to use during their play and lunchtimes. This equipment will encourage more physical activity as it will give children more resources to engage with. | | Play equipment to contain items that the children express they want | | £531 | |
| Use of sports coaches to facilitate lunch time opportunities for the children. | | Use of sports coaches to facilitate sporting opportunities at lunch times for the children | | £937.50 | |
| Sports leaders to lead daily sport using the top playground and this to be accessible to all children. | | Play leaders to receive training and to lead sports on the playground for children across the school | | £381 | |
| | | | | More children are engaging in active play and using the equipment. | |
| | | | | Opportunities for the children to engage with sporting activities with the coaches at lunch time. | |
| | | | | Children are regularly attending sports sessions on the top playground | |
| | | | | Year 6 play leaders to start training year 5 pupils to accommodate play leaders for next year. | |
| | | | | Sustainability and suggested next steps: | |
| | | | | Audit play packs to ensure enough equipment is available moving forward | |
| | | | | Pupil voice to enquire whether enough equipment is available. | |

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| Invest in renting a swimming pool to deliver additional swimming sessions | School to deliver swimming sessions outside of the national curriculum to increase water confidence and safety. | £6,282.70 | More swimmers that can swim above the expectation as set out in the national curriculum | If project works, continue with the pool moving forward. Reduced travel costs and time wastage minimised due to the intense style of the swimming lessons |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | |
| 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: |
| Specialist Sports Coaches to deliver high-quality PE lessons across school | OTIS – Specialist sports coaches within school will continue to teach a comprehensive, progressive and consistent PE programme across all year groups, to ensure that each child progresses and achieves increasingly higher levels of fitness. More specific coaching will be given to KS2 pupils in sports such as tennis and golf. This will also allow for professional development opportunities for all teaching staff. | £9,437.50 | Our Specialist Sports Coaches deliver high quality PE lessons across the school as seen in lesson observations by the PE subject leader. Sports sessions offer CPD opportunities for staff and staff feel more confident in the delivery of physical education. This also results children experiencing a varying range of sports. | Staff to deliver sports sessions under the direction of the sports coaches and work in line with guidance and feedback. |
| To buy additional PE and forest school equipment to allow a wider range of sporting activities to take place in lessons | Children have access to the correct equipment when playing sports in school. They understand how to use it and there is sufficient equipment available to allow all children to take part in each lesson. | £1,315.30 | Children are enjoying a range of sporting activities and some may choose to follow up out of school. | To continue auditing equipment and ensure it is well-looked after. PE subject leads to ensure they are monitoring equipment usage and identify any staff members who may not be storing it correctly. |

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| To offer a range of extra-curricular activities | School to offer extra-curricular activities focusing on a range of sports not offered as part of the national curriculum i.e. cheerleading, fencing etc. | £350 | Children engaged with sporting activities they may not have had the opportunity to engage with before. Contributes towards the children's personal development. | Staff to continue to offer sporting opportunities outside of school. Look at investing in sports coaches to deliver specific sporting activities outside of school. |
| To introduce forest school as part of the curriculum across the school | Funds to accommodate the forest school lead a day release each week to deliver forest school across the school. Each class to receive the equivalent of a day's forest school. | £4,322 | All children have the opportunity to engage with forest school and take part in another form of outdoor education. Forest school contributes to better self-esteem and wellbeing in all pupils. | Review forest school provision at the end of the year and evaluate time spent. Do we continue using the same model or does each class receive an intense day each term. |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | |
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| 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: |
| Yearly subscription for an online e-Assessment and planning system for all staff to use, including any sports coaches. This system will also support teaching staff with planning. | A consistent assessment of PE is in place using a school wide system. Pupils' progress and achievements can be tracked by Subject Leaders as well as class teachers. Planning is also available to support staff in areas of PE in which they have less experience of teaching. | £600 | Both teaching staff and sports coaches use this well and it has enabled staff to ascertain specific gaps | Continue use of system and PE subject leads to deliver refresher training around the use of it. |
| Specialist Sports Coaches to deliver high-quality PE lessons across school | OTIS – Specialist sports coaches within school will continue to teach a comprehensive, progressive and consistent PE programme across all year groups, to ensure that each child progresses and achieves increasingly higher levels of fitness. More specific coaching will be given to KS2 pupils in sports such as | Same cost as above – see key indicator 2 | Our Specialist Sports Coaches deliver high quality PE lessons across the school as seen in lesson observations by the PE subject leader. Sports sessions offer CPD opportunities for staff and staff feel more confident in the delivery of physical education | Staff to have a go at delivering sports sessions under the direction of the sports coaches. |

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| | tennis and golf. This will also allow for professional development opportunities for all teaching staff. | | | |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | |
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| 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 continue to be members of Macclesfield School Sports Partnership as a school | Membership of Macclesfield School Sports Partnership will allow us to participate in competitive sport against other schools in structured competitions and events. . | £500 | Children to compete regularly with other schools locally and across the region in competitions in lacrosse, athletics, football and cross country. | Look at transport arrangements – can any alternative arrangements be made to reduce the burden of parents having to take their children back and forth. Are there opportunities for sporting events within the trust that could be accommodated for a lesser price? |

| Key indicator 5: Increased participation in competitive sport | | | |
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| 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?: |
| To continue to be members of different local sports partnerships | Membership of local sports partnerships will allow us to participate in competitive sport against other schools in structured competitions and events in the local area. | £200 | Children to compete regularly with other schools locally and across the region in competitions in lacrosse, athletics, football and cross country. Sustainability and suggested next steps: Look at transport arrangements – can any alternative arrangements be made to reduce the burden of parents having to take their children back and forth. Are there opportunities for sporting events with the trust? |

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| Signed off by | |
| Head Teacher: | Jake Nicklin |
| Date: | 28/07/2022 |
| Subject Leader: | Rebecca Adamson and Andrew Robinson |
| Date: | 28/07/2022 |
| Governor: | Penny Robinson and Sarah Bunnage – Co-chairs of Governors |
| Date: | 28/07/2022 |