

Aycliffe Village Primary School Sports Premium 2021-2022

Our Sports Premium allowance for the academic year 2020-2021 is £17,530. The premium will be used to fund additional and sustainable improvements to the provision of PE and sport to encourage the development of healthy, active lifestyles. The Department for Education's vision for the Primary PE and Sports Premium is that ALL pupils leaving primary school should be physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport.

We endeavour to see an improvement against the following **5 key indicators**:

1. The engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in the equivalent of 60 minutes of physical activity a day over the course of a week, of which 30 minutes should be in school.
2. Raising the profile and benefit of being physically active as a key element in whole school improvement and in enhancing pupil attainment, health and wellbeing
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport and in integrating physical activity into the curriculum
4. Broader experience of a range of sport and activities offered to all pupils leading to increased participation
5. Increased participation in competitive sport

The following plan shows how the premium is being allocated in our school:

Academic Year: 2021/22	Total fund allocated: £17,350	Date Updated: July 5 th 2022																						
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: %																				
Intent	Implementation	Funding allocated:	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?:	Sustainability and suggested next steps:																				
<p><u>Sedgefield SSP Competitions and Festivals SLA Primary Agreement</u> Access to;</p> <p>*A fully organised annual programme of competitions, tournaments and festivals in addition to the National School Games. *Flagship events - Sedgefield Dash, Gym Festival and Dance Festival. (Virtual alternatives being organised where possible)</p> <p>*SSP Network meetings to support the PE coordinator in their role developing PE and sport within school.</p> <p>*Data reports on participation at competitions, festivals and events.</p>	<p>*Increased pupil participation in School Games. *Opportunities for all pupils across school to participate in a wide range of competition against children from other local schools. *PE Coordinator to develop their knowledge and skills of leading and developing PE and sport within school.</p>	£1818	<p>This year we will attend the following School Sport Partnership competitions;</p> <table border="1"> <tr> <td>Sportshall Athletics</td> <td>Year 3-6 (virtual)</td> </tr> <tr> <td>Cross country</td> <td>Y1-6</td> </tr> <tr> <td>Gymnastics</td> <td>Y2</td> </tr> <tr> <td>Tag rugby</td> <td>Y5 cancelled</td> </tr> <tr> <td>Netball League</td> <td>Y5/6</td> </tr> <tr> <td>Outdoor and Adventurous</td> <td>Y5</td> </tr> <tr> <td>Athletics Competition</td> <td>Y5/6</td> </tr> <tr> <td>Dance</td> <td>Y6</td> </tr> <tr> <td>Girls' football league</td> <td>Y4-6</td> </tr> <tr> <td>Sedgefield Dash</td> <td>Y3-6</td> </tr> </table>	Sportshall Athletics	Year 3-6 (virtual)	Cross country	Y1-6	Gymnastics	Y2	Tag rugby	Y5 cancelled	Netball League	Y5/6	Outdoor and Adventurous	Y5	Athletics Competition	Y5/6	Dance	Y6	Girls' football league	Y4-6	Sedgefield Dash	Y3-6	<p>September 21 – all classes took part in the virtual cross-country event. Next steps are to take part in the Cross Country event next September in addition to the virtual event. October 21 – 16 Year 1 pupils attended the Gymnastics event at Spennymoor Gym. This was a good conclusion to gymnastics coaching that happened in school. It also provided an opportunity for children to see what happens at a gym club. The outdoor and adventurous session for Y5 gave them an opportunity to see how they could be involved in a range of activities. The girls football league was also linked to after school support from a local football club and girls were sign posted</p>
Sportshall Athletics	Year 3-6 (virtual)																							
Cross country	Y1-6																							
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Sedgefield Dash	Y3-6																							

				to their club for further out of school involvement. Nest steps are to include boys in league and afterschool clubs. The Dash event was a great success – 2 finalists. The pupils really enjoyed the event – hoping to run 2 teams next year. Well supported by parents.
Funding of transport in order to take part in events at sports halls, leisure centres, parks etc		£2000	Pupils able to participate at no cost to parents	
Purchase of 50 sets of waterproofs for EYFS - this will enable children to be active throughout the day and engage in outdoor active breaks even in poor weather	Pupils engaged in outdoor activity at all times Active playtimes even in bad weather	£1800	Pupils to be able to engage in active outdoor activity in all weather. Reduced number of indoor breaks.	Very few indoor breaks for Key Stage 1 pupils. All active in all weathers.
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	
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:

Develop the skills and knowledge of staff who have recently changed year groups.	Training for Y3 staff newly moved to this age group (initially dance support -2 hour contract) Training for Y2 staff newly moved to age group	Funded through SLA with Go-Well Annalisa Hopkins planned gym with LM Annalisa Hopkins has planned dance with SR	Confidence of staff increased and better quality of lessons delivered. Pupils understanding of the skills required for the lessons have improved.	Y2 to consider participation in Dance Festival next year. (Covid absence this year)

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?:
<u>Sedgefield SSP Enhanced Service Level Agreement</u> As part of Sedgefield SSPs ESLA we have opted for the following services to meet the needs of our school staff and children; *Specialist Coaches in following areas; - 5 weeks gymnastics coaching Autumn Term Y1, Y2 -5 weeks Team Up Well Being Coaching for Y3/4 and Year 4/5 Team Up Kids 2	5 weeks of gymnastics coaching/teaching for staff in Year 1 and Year 2. 6 weeks Brainy Bunch lessons on mental health and well being	£4059.50	Staff given training in teaching gymnastics in Year 1 and Year 2. Greater confidence in teaching gym skills. Pupils confident in gymnastics. Pupils given toolkit for how to help themselves feel better and understand how they can make themselves feel good when things
			Sustainability and suggested next steps: Teachers able to teach more engaging and appropriate gymnastics lessons Pupils to be entered into gym festival Well being books for pupils to take home and share with parents Next steps - Staff able to deliver the sessions independently next year using

Training for EYFS teacher Move with Max	Training course and 1-1 support from specialist teacher	£500 approx	might not be. Increase understanding of fundamental movement skills for Reception class teacher.	the resources given as part of the sessions. Incorporation of Move with Max activities into Reception class PE sessions.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
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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:
Additional achievements: As part of Sedgefield SSPs ESLA we have opted for the following services to meet the needs of our school staff and children; Glow Day Quidditch Day Captain Taskivator Colour Run	September 2021 Captain Taskivator Day - team building November 2021 Glow Day May 2022	SLA	Thoroughly enjoyable day for whole school. Opportunity to work in teams and work Towards a goal together. Team games in a different environment. Staff introduced to different games that cn be used in a variety of different situations. Intra-school competition. Quidditch Day	School to create their own team building challenge days next year. Team games to be included as a self-organised day next year. Opportunity for team games in a new situation. This day had a massive impact on the children - many of them wanting it to be repeated next year and as an after school club. Colour Run involved children in sustained running activity and gave awareness of how much fun it could be running as a whole

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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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:
2 teams entered into inter-school netball league	Nov 11 start of 3 week netball league.	SLA	Absolute motivation of the teams involved. Awareness raised in school about league competitions	The after-school club and joining the league to become annual event. Girls asking for a football league.
A girls' football team entered into local league.	May - 4 week league attended by team of 9 girls	SLA	Motivation of the teams involved. Awareness raised in school about league competitions	The after-school club and joining the league to become annual event. Boys asking for a football league - after school sessions organised for boys.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Anne C Brown
Date:	5/7/22
Governor:	
Date:	