



PE and Sports Premium Report 2020/21

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.

Chantry Community Primary School PE and Sports Premium Report 2020-21

What is PE and Sports Premium? For this year, Sport and PE funding that schools receive has been doubled by the government. The number of eligible pupils each school has determines the sum of funding that they will receive. Where schools have sixteen or fewer eligible pupils, they will be given £1,000 per pupil. In schools where there are seventeen or more pupils who are eligible, schools will receive £16,000 in a lump sum and then an additional £10 per pupil thereafter. Schools are required to use this funding to make additional and sustainable improvements to the standard of the PE and sport which is provided. This is attained by: raising the profile of PE and sport; encouraging and ensuring that children engage in regular physical activity; increasing the confidence and skills of staff and children; offering a wide range of sports and activities within the curriculum, after school clubs and at break and lunchtimes and increasing participation in competitions whether this be inter school competitions or against other schools. Here at Chantry, we utilise our funding in a manner which allows us to improve our PE curriculum whilst also allowing for improvements in staff skills and knowledge. Alongside these improvements, children's participation and engagement with sport and physical activity, both for pleasure and competition, is also a focus an area we consider when investing the funding and in our planning. OFSTED will assess how primary schools utilise their primary PE and sport premium and what sort of impact it has on pupils' outcomes. This is in line with their 2015 framework.

The department of education sets out the following five indicators for areas in which schools should expect to see an improvement from the use of their Sports premium funding.

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 at least 60 minutes of physical activity a day, of which 30 minutes should be in school.
2. The profile of PE and sport is raised 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

Chantry's aims for the PE and Sport premium reflect those of the government but are worded slightly differently.

- 1) To engage children in at least 30 minutes of activity each day with the goal to be as close to an hour or more.
- 2) Develop all staff knowledge, confidence, and skills through a variety of methods.
- 3) To increase the number of children attending extra-curricular sports clubs.
- 4) To improve families understanding of an active and healthy lifestyle.
- 5) To raise the profile of sport and PE across the school.
- 6) To increase both the number of competitive events attended and the number of children who are attending- be this internally in school or against other schools.
- 7) In light of the global pandemic. Increase the opportunities for outdoor activity and inter-bubble competition.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<p>School games – Gold award – 2019 – 2020 – retained through evidence as a result of Covid-19</p> <p>School games – Gold award – 2018 - 2019</p> <p>School games – Gold award – 2017 - 2018</p> <p>School games – Gold award – 2016 - 2017</p> <p>School games – Gold award – 2015 - 2016</p>	<p>1) Improve the regularity and quality of the daily mile and use of activities to break up long periods of sitting. (aim 1)</p> <p>2) Continue team teaching with outstanding sports coach and utilising staff speciality knowledge. (aim 2)</p> <p>3) Consistent: planning, deliver and reflection across the school on all PE. (aim 2)</p> <p>4) Promote sporting success across the school, both internal and external, through the newsletter, social media and assemblies, (aim 5)</p> <p>5) Increase the variety of after extra-curricular clubs being offered and variety of games or activities being offered at break and lunchtimes. (aims 1&3)</p> <p>6) Continue improving knowledge of active and healthy lifestyles (aim 4)</p> <p>7) Planning has already begun for September with regards to increasing outdoor time, physical activities and competitive events. (aim 7)</p>

Did you carry forward an underspend from 2019-20 academic year into the current academic year?NO

Total amount carried forward from 2019/2020	£00.00
+ Total amount for this academic year 2020/2021	£17,834.00
= Total spent by 31st July 2021	£14,351.00
Carry forward to 2021/2022	£3,483.00

<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 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>	
<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 2021.</p> <p>Please see note above.</p>	80%
<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>	70%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<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>	No

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: 2020/21		Total fund allocated: £	Date Updated:	
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		Impact	0
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 activity levels of all children in accordance with the 30 minute a day requirements of physical activity.	<p><u>Daily mile (Chantry mile)</u> Regular use of the running track, daily where possible.</p> <p><u>Additional outdoor slot</u> Due to Covid restrictions and strict timetabling classes have been assigned additional outdoor slots to boost the time children are spending active and outside.</p> <p><u>Break and lunch times</u> Member of Premier Sport staff running a lunch time sports club.</p>	<p>£0</p> <p>Part of Premier Sport funding (see below).</p>	<p>Every class keeping track of the number of laps their children are running. Noticeable improvements in enjoyment, attitude and number of laps over the course of the year.</p> <p>In addition to time already spent outdoors and active, this has allowed classes to break up longer sessions of inactivity. It has also, assisted in keeping children active where the daily mile has been difficult to implement due to adverse weather and restrictions.</p>	<p>Children ambassadors to log data, create reports and present their findings.</p> <p>Restrictions for next year will dictate what happens to this provision.</p>

	<p>Games and structured sport during break and lunchtimes. Organised by MDSAs</p> <p>All classes given an additional outside slot in the timetable to be used to allow the children to be active</p> <p><u>Activity to break up long periods of sitting</u></p> <p>Go noodle; Shake it for eight.</p> <p><u>Sportscrew</u></p> <p>Sportscrew running a variety of activities at lunch time to engage children in both KS1 and KS2. Training provided by SGO and monitored by Mr Smith.</p>	<p>£0</p> <p>£0</p> <p>£0</p> <p>Part of HRS GP funding (see below).</p>	<p>Increased focused activity at lunch times has led to additional use of equipment, increased opportunity to develop skills and fewer playground issues with regards to games.</p> <p>Teachers have reported, improved focus during lessons and improved productivity for longer writing pieces.</p> <p>Children have additional opportunities to be active. Children running activities have grown in confidence and displayed good leadership and organisational skills.</p>	<p>Ongoing assessment of what children and staff feel is working and is of benefit. Expand the range of activity available and the expand the amount of child led activities that is offered alongside the free choice and adult led stuff.</p> <p>Expand options for these activities, try to ensure consistency and continuity throughout the school.</p> <p>Increase numbers and range of activities. Have both focused groups and open ones. More accurate records of who is participating to track impact.</p>
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	0
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:

<p>Children and adults will understand why PE is important and why we do it and how it contributes to an active and healthy lifestyle. Sporting achievements will be celebrated on par with academic ones. PE and sport will be viewed as an important part of school life and daily life.</p>	<p><u>Sporting achievement</u> Is celebrated alongside academic achievements during celebration assemblies and in the newsletter.</p> <p><u>Pupil voice</u> Formally completed once a year with questions asked more informally at regular stages throughout each term. Undertaken by Premier sport staff, class teachers and Mr Smith.</p> <p><u>Staff audit</u> Once a year to further understand where improvements can be made to bolster staff knowledge and understanding as a whole. Offer training and support where necessary.</p> <p><u>Sportsmark award</u> Assembly at the start of the year to build on past foundations and continue to encourage children and staff to remain active and enjoy sport. Ensure values and standards are understood and help to encourage fun and competitive sport.</p>	<p>£0</p>	<p>Raises awareness of success across the school and gives the children peer achievements to aspire to. Also keeps the wider school community in the know.</p> <p>Has given a broader insight into the children's thoughts on PE at Chantry. All children asked stated they enjoyed PE and identified sports which they felt they had improved in. Children also identified the sports they would like to do more of and sports they would like the school to try and offer.</p> <p>Has helped to develop an open dialogue between staff for sharing ideas of their own to develop knowledge. Has highlighted areas for training and further development.</p>	<p>Continue to raise the profile of children's sporting success in school and out.</p> <p>Regularly obtain feedback from the children in both formal and informal ways. Continue to deliver a variety of sports via PE lessons and clubs whilst exploring the possibilities to expand this variety further.</p> <p>Offer training and support where the needed has been identified. Continue to encourage the open dialogue and broaden available resources. Continue to ask and review what staff feel they need.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	100
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:
Ensure that staff are able to confidently and effectively plan and teach lessons. As a result, improve the number of children who are ARE and above ARE in PE across the school.	<p><u>Teacher audit</u> Formally completed once a year with questions asked more informally at regular stages throughout each term. Undertaken by Premier sport staff and Mr Smith.</p> <p><u>Premier sport</u></p> <ul style="list-style-type: none"> An outstanding Premier sport coach team teaches PE alongside teachers two days a week. Opportunities to discuss and plan learning for each term and regular discussions on development of children's knowledge as the lessons progress. Feedback on areas of improvement for children and adults. Anything else? <p><u>Hastings and Rother Sports Games Partnership (HRS GP)</u></p>	<p>£0</p> <p>£13,442</p> <p>£909</p>	<p>Has identified areas for improvement in the provision of PE at Chantry and areas the teachers feel they could use more support or training.</p> <p>Increased engagement and participation within all areas of the PE curriculum.</p> <p>Increased student and teacher confidence in applying and teaching skills due to working alongside the outstanding coach.</p> <p>Continuity of coach has led to the maintenance of expectations and the building of positive relationships with the staff and children.</p> <p>Development of existing skills for staff has improved their confidence. As a result, the range of activities/exercises/skills taught to the children has expanded.</p>	<p>Provide relevant training for the areas staff feel they need. Improve the space and equipment we have at Chantry where possible to provide the best PE provision we can.</p> <p>Continue expecting the same standard of teaching as a minimum always aiming to be the best it can be.</p> <p>Maintain an open dialogue about the progression of learning with both staff and children, to ensure both parties understand why PE takes the shape it does.</p> <p>Explore further opportunities to improve staff knowledge through training offered.</p>

	Provide staff training sessions and PE Lead sessions, with opportunities to utilise knowledge of a collective group to improve staff and child abilities and attainment. <ul style="list-style-type: none"> • Staff training • Sportscrew training • Gymnastics CPD • Anything else? 		Children can effectively plan and engage their peers in a range of sports and activities because of the Sportscrew training.	Increase number of Sportscrew members and allow them more freedom to plan the activities they do.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	0
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: Increase the number of children attending sports clubs at Chantry, be these before, during or after school.	<u>After school and lunch time clubs.</u> A wide variety of sporting club are offered to the children at Chantry. These include: cricket, football, girls' football, netball, stoolball, dance, yoga, tennis. <u>Premiersport after school and lunch time clubs</u> Dodgeball, cricket, football, athletics	£0 As stated above.	Allows further opportunity for children to be active, have fun and expanded their sporting skills. During the last four terms at Chantry 105 different children (50%) attended after school clubs. KS2: 68 KS1: 37. Of these children 35 (33.3%) were pupil premium.	In order to boost these numbers, we are looking to expand the range of clubs offered at Chantry. Speak to parents, staff and children about any clubs they would like to see offered.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	0
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:
Increased participation for all in competitive sports and extra-curricular activities.	<p><u>Hastings and Rother Sports Games Partnership (HRS GP)</u></p> <ul style="list-style-type: none"> Allows us to compete in a variety of competitive events starting against other Bexhill schools and then progress wider to the rest of Hastings and Rother in a wide range of sports. Due to Covid these events have changed to being completed in schools with the results submitted online. This has allowed for increased engagement from pupils and has given staff the opportunity to see how events can be organised, results recorded, etc. <p><u>Time to dance done virtually</u></p> <ul style="list-style-type: none"> Year Two will learn and perform a routine, however, this will not be entered into competition due to GDPR. The rehearsal and performance for Year 2 will be undertaken by the class teacher. <p><u>Specsavers 'Virtual' Sussex School Games 2021</u></p> <ul style="list-style-type: none"> Allowed children to access competitive and fun events 	As stated above	<p>Competed in a variety of competitions ranging from level 1 to 3.</p> <p>Competed against the other schools in Bexhill and further afield. The shift to online collection of data has been managed well and has meant that results can be compared to schools outside of Bexhill.</p> <p>Children have picked up individual honours for competing in these events and we are incredibly proud of their efforts!</p> <p>Boosted our offering of PE content while children were unable to attend school in full and allowed them to</p>	<p>Compete in more events and try to expand these opportunities down to Key Stage One.</p> <p>Increase the variety of children competing/representing the school in competitions.</p> <p>Identify focused competitions with the intention of winning as many as possible.</p> <p>Inter-class competitions/festivals/games throughout the year to encourage healthy competition and embed our Chantry values in these where possible.</p>

	<p>when schools were under lockdown restrictions after Christmas.</p> <p><u>Weekly challenges</u></p> <ul style="list-style-type: none"> Inspired by the virtual games we also offered our own weekly challenge for the children to take part in and engage their family members with. 		<p>continue to engage with sport in a fun and competitive manner.</p> <p>Allowed staff the opportunity to be creative and inspire their own challenges. Children engaged well with this and helped to keep children active while at home and at school.</p>	
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The impact of Covid-19	What was missed or affected	What was put in place or has been used	What impact did it have	Will it be used again in the future
<p>The outbreak of Covid-19 and the events that have unfolded since have had an impact on PE and Sport at Chantry. With fewer children in school we have explored ways to keep children active at home whilst also maximising the amount of physical activity, PE, sport, and time outside those that are in school are receiving.</p>	Sports day	The children have competed in sports day events within their bubbles.	This allowed the children to experience sports day events and meant we could carry on our tradition of awarding sports day trophies to our Year Six winners.	This was received well by the children and staff and if the need were to arise for it to happen again next year then it would be used and possibly expanded to include more events.
	PE lessons	Pe lessons for those in school have been able to continue although the range of sports has varied to normal due to government guidelines. For the children who have not been at school the Specsavers virtual games have offered some activities for them to have a go at.	By continuing with PE lessons in bubbles the children have benefitted from structured lessons and the smaller groups have allowed the teaching to be even more effective than normal. Staff have also been able to maintain their teaching standards, continue to team teach and learn new skills and games to help engage the children in the future. The virtual games have also been used in the school and the children have enjoyed these. Outside of school the general feel was that the games fitted in well with home learning and the adaptations of equipment were especially helpful.	Structure is already in place for high quality PE lessons to continue in September. There are also discussions about setting up activities for the children to do at home to ensure that they are getting their sixty minutes of activity a day.
	Competitive sports,	Competing against other	Children have been able to	Finding time within outdoor

	tournaments, and competitions.	schools via in person competition and within school has been unable to happen in the traditional sense. As stated above there have been virtual opportunities to compete, and these have provided opportunities within in school between bubbles or classes to compete with one another without the need for contact.	compete in a fun, friendly and safe environment. Adults have been able to discuss sportsmanship and respect for each other. It has also offered the opportunity for children to play a variety of sports.	slots and PE lessons to allow children to be competitive will continue into next year, this will hopefully be expanded with some inter-school competition.
	Daily mile	Has happened at the beginning or end of PE lessons but due to timetabling of outdoor space, the size of the school and government guidelines we have been unable to complete it otherwise until term 6.	Children have still been able to run their laps and as such we have seen an improvement in the number of laps they are now running in comparison to when they first returned to school.	This will continue to be incorporated into PE sessions and it is hoped that each class will be able to have a slot to run in in addition to this from September.
	After school clubs	Unfortunately, we have been able to replace our after-school club offerings from teachers due to bubble restrictions. Our Premier sport clubs have been able to take place.		The removal of bubble restrictions from the government will hopefully lead to the restarting of teacher lead clubs.

Signed off by	
Head Teacher:	
Date:	

Subject Leader:	
Date:	
Governor:	
Date:	