

Springfield School



Sports Funding Impact Report

2020/ 21

What is the PE and Sports Premium Funding?

Over the last few years 2013-20 the government has provided funding over £450 million per annum to provide new, substantial primary school sport funding. This funding has been jointly provided by the Departments for education, Health and Culture, Media and Sport. The money received has been given directly to primary school head teachers to spend on improving the quality of sport and PE for all their children. Since 2020 the funding has been continued year on year and we have continued to use this to grow and develop our provision.

Purpose of funding

Schools have to spend the sport funding on improving provision of PE and sport but they will have the freedom to choose how they do this.

The vision for the Primary PE and Sport Premium: **ALL** pupils leaving primary school **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

The funding has been provided to ensure impact against the following **OBJECTIVE**: To achieve self-sustaining improvement in the quality of PE and sport in primary schools. It is important to emphasise that the focus of spending must lead to long lasting impact against the vision that will live on well beyond the Primary PE and Sport Premium funding.

It is expected that schools will see an improvement against the following 5 key indicators:

Key Indicator 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 11 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school

Key Indicator 2: the profile of PE and sport is raised across the school as a tool for whole-school improvement

Key Indicator 3: increased confidence, knowledge and skills of all staff in teaching PE and sport

Key Indicator 4: broader experience of a range of sports and activities offered to all pupils

Key Indicator 5: increased participation in competitive sport

The school has been receiving the funding since 2013.

Key achievements to date:	Future Ideas and Development areas
<ul style="list-style-type: none">• Staff professional development has taken place which has enabled us to deliver high quality PE lessons within the curriculum. As part of this work we have 2 members of staff (one in each key stage) who have completed the Level 5 certificate in PE specialism. This has meant that these two members of staff are also able to support the other teachers within the key stage.• Schemes of work and assessments for PE are now in place across the school in line with the new PE curriculum. These schemes and resources will continue to be used in future years..• Active learning in other subjects has been developed and pupils and parents have accessed a number of after school session to promote active learning at home. This includes being able to take home active learning bags in a range of subjects. The school won a PE and sports funding award for their work in this area.• Through activities planned throughout the year including making posters, enrichment days & award ceremonies promote the profile of health and meeting recommended daily activity levels has been raised.• Developments within lunchtimes and additional extra-curricular clubs on offer to pupils has led to increased participation, fitness levels and enjoyment for pupils. This has been particularly apparent for previously non-active pupils and a big focus has been on providing the opportunity for pupils to try alternative activities and sports.• Outdoor facilities have been developed and enhanced and pupils have a range of play equipment available for them to use which offers challenge and development.	<ul style="list-style-type: none">• Continue to develop the CPD needs of all staff teaching the PE curriculum• Raise awareness of emotional wellbeing for both staff and pupils.• Aim to achieve the YST Quality mark.• Enrichment of the curriculum with alternative sporting activities such as cheerleading and skipping.

Sports Funding Impact Report – Springfield Special School 2020-21

Amount of grant received: £16000 + £10 per pupil

This year due to the situation with Covid-19 not all of the planned spend and subsequent impact has been able to take place. Therefore we will be carrying forward some of the funding into next year and have re-arranged the actions to carry forward into next year. The following table details the actions and spend we were able to complete and the impact we felt this made.

Area of Focus	Amount Spent	Impact	Sustainability
<p>PE Curriculum & improving the quality of teaching and learning.</p> <p>To discuss with staff the implications of the covid-19 situation and what this means for PE in terms of curriculum design and order of activities.</p> <p>Embed staff confidence in following new curriculum overview and progression of skills documents.</p> <p>To ensure all staff are able to deliver high quality PE lessons with clear skill based focus</p> <p>To update all documentation for PE health and safety in line with new guidance in safe practice book.</p> <p>Links to; Key Indicator 3 Key Indicator 2</p>	<p>£500 teacher release time</p> <p>£600 course package</p> <p>£1600 for 4 support days</p>	<p>Reviewed curriculum and activities in place to ensure safe practice is taking place in light of covid-19 situation and government guidance. This included pupils in class bubbles/ not split for PE, allocated to use set spaces (hall/ outdoor areas) on set days and teach PE in these spaces, a delay in swimming lessons and minimising use of equipment for the beginning part of the year. This has impacted on the safety and wellbeing of both pupils, staff and the community.</p> <p>Through the delivery of well-planned lesson and high quality teaching pupils have continued to make good progress in lessons and develop their skills and independence. Pupils feedback on their enjoyment and engagement in lessons and this continues to grow so that all pupils have positive experiences, improved self esteem, knowledge of the importance of being active and staying healthy and a love of PE.</p> <p>School, PE leader and staff remain up to date with latest guidance and best practice in the subject through sharing ideas and this ensure the best possible impact and outcomes for pupils. School up to date with any new health and safety in PE advice and this is embedded in policy and risk assessment to ensure maximum safety for pupils.</p>	<p>PE remains a well-managed and well led subject with PE leader being at the cutting edge of best practice and using this knowledge to ensure high quality outcomes for the school. Staff delivery and confidence to teach high quality PE remains high so that future pupils benefit from well taught lessons and the positive outcomes that come from this.</p> <p>Key stakeholders of the school understand and support the subject and this has become part of the whole school ethos and is something that is highly valued. Safe practice documents and guidance is fully updated and in place and is used to make sure pupils are kept and remain safe.</p>

<p>Raising the profile of health & wellbeing and the development of life skills.</p> <p>Improve pupils emotional health and well-being.</p> <p>Build upon and support pupils to develop key life skills that build upon home learning activities that have taken place whilst pupils have been in lockdown.</p> <p>Engage with parents on activities that can be continued at home for health and wellbeing.</p> <p>Key Indicator 1 Key Indicator 4 Key Indicator 5</p>	<p>£1200 teacher release time</p> <p>£3000 resources.</p>	<p>Staff feel confident in using a range of resources and strategies to promote pupils physical and emotional health and well-being.</p> <p>These are used when needed within lessons at lunchtime and sent home as activities. Pupils feel confident is using these strategies to them to help them deal with emotional situations they may be experiencing..</p> <p>Through participation in regular outdoor learning activities pupils have developed a love of the outdoors and nature and are developing their life skills including trust, respect, teamwork and communication.</p> <p>Parents feel involved in the school and their child's education and are actively supporting learning and health through activities they do at home and in the community.</p> <p>Through the Grow Moorlands project pupils have developed a number of practical work skills which will be good preparation for adulthood. It has also impacted on their self-esteem and self-worth. Behaviour at lunchtimes has improved with pupils being calmer and knowing what to do if they are experiencing confrontational situations</p> <p>Personal best challenges give pupils increased motivation and sense of achievement.</p> <p>Active learning in English and Maths activities are improving engagement in lessons and pupils increased knowledge and understanding of the subjects.</p>	<p>Staff and pupils will continue to use strategies for emotional health and well-being and these will be embedded into practice and have a long term impact on their ability to deal with challenging situations. Life skills developed will staff with pupils in future years and these opportunities within the curriculum will continue to be offered to pupils in suture year groups.</p>
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Swimming

Again due to the covid-19 situation we were unable to take pupils swimming from March onwards and have been unable to collect the data for year 6 Swimming. We plan to look at swimming as an area of priority next year to ensure that we catch pupils up with provision as best as possible and also liaise with the high school with regards to the year 6 pupils and the next steps in developing their swimming.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
Percentage of Year 6 pupils who could swim competently, confidently and proficiently over a distance of at least 25 metres when they left primary school at the end of last academic year?	33%
Percentage of Year 6 pupils who could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	33%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	33%
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