



PE and Sport Premium Funding 2021- 2022

Our Intention

At Upper Arley our vision is to inspire the whole child to develop a sense of pride and ambition leading to strong attitudes to learning and good outcomes.

Through P.E. and engaging with physical activity, we aim to spark curiosity, value co-operation, encourage independence and develop problem solving skills that promote positive life-long healthy lifestyles, mindfulness and well-being.

We promote the School Games Values

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| <i>Determination</i> | <i>Persevere to achieve our best and be successful.</i> |
| <i>Passion</i> | <i>To inspire ourselves and others to reach our goals. Aspire for excellence.</i> |
| <i>Respect</i> | <i>For all and everything; for our learning, learning from each other and celebrating our differences.</i> |
| <i>Honesty</i> | <i>To take responsibility for our own actions and participate with fairness and positivity.</i> |
| <i>Self-Belief</i> | <i>Motivate and believe that we can all achieve.</i> |
| <i>Teamwork</i> | <i>Working together collaboratively and drawing on our strengths to achieve our aims.</i> |

Through these values, we promote the British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.





Upper Arley C of E Primary School



PE and Sport

Premium Key Outcome 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 at least 60 minutes of physical activity a day, of which 30 minutes should be in school.*
2. *The profile of PE and Sport being 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.*

For further information please click on the link below:

<https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools3>

Upper Arley School Sport and P.E. development priorities based on our school context and identified pupil need.

- *To provide opportunities for all pupils to access sporting and physical activities, both competitive and non-competitive, by increasing levels of engagement and participation of reluctant/non-participants in regular physical activity.*
- *To enrich ALL children's experiences with broad and balanced opportunities in a range of physical activities and to promote multi-cultural awareness.*
- *To promote positive healthy attitudes towards sport and P.E. and focus on Health and Well-being; know ourselves and promoting personal challenges. This will promote positive learning behaviours and emotional well-being.*
- *To increase confidence, knowledge and skills of teaching staff in P.E. and Sport.*

Quality Assurance – Systems that are in place to ensure value for money and the involvement of the school leadership team, including the Governing Body, in overseeing the effectiveness of the future plans for P.E. at Upper Arley Primary.

- Updates to the Headteacher by P.E. subject lead.
- Feedback from pupils (including School Sports Organising Committee) and staff detailing the effectiveness and impact of provision.
- Meetings with the governor responsible for P.E.
- Annual report to Governors including updates as requested.
- Update parents on a regular basis.

Academic Year: 2021-2022

Total fund allocated: £17, 673

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 18 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 being 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 sports.

| Area of Spend | Key Indicators | Intended Outcomes Success Criteria (based on impact of pupil outcomes) | Intended Impact Evidence and review of spending, including sustainability aspect and suggested next steps. | Impact | Cost of allocated funding |
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| Service Level Agreement with Wyre Forest Specialist Sports Partnership. | 1, 2, 3, 4, 5 | <p>Provide curriculum support for all year groups to ensure there is clear progression and to develop children’s knowledge and skills (bespoke sessions).</p> <p>Access to local competitions and festivals (virtual and face-to-face) to increase the percentage of pupils engaging in physical activity and competitions</p> <p>Targeted groups:</p> <ul style="list-style-type: none"> ▪ Less active ▪ Pupil Premium ▪ Special Educational Needs Gifted and Talented Middle Ability <p>Provide and offer a broader range of sports and activities to all pupils to increase the activity levels of ‘less active’ children.</p> <p>Promote links between local clubs/sports coaches and the school.</p> | <p>A deeper understanding of a progression of skills resulting in at least expected progress being made for all pupils.</p> <p>- Evidence: staff surveys; lesson observations; assessment data.</p> <p>An increased percentage of Upper Arley pupils engaging in physical activity both in and outside of school.</p> <p>- Evidence: PE tracking sheet; competition registers; pupil voice and questionnaires.</p> <p>Targeted reluctant/less-active children participate more frequently in physical activity.</p> <p>- Evidence: PE tracking sheet; pupil voice.</p> | <p>The Sports partnership has had a significant impact on the children’s participation in a whole range of activities which they would not ordinarily be exposed to. This has resulted in children across the school both in KS2, KS1 and Reception having had the opportunity to travel off site and experience competitions or gain valuable expertise in a given sport.</p> <p>The children have also been able to emulate what they have learned and put it into practice back at school, enabling the opportunity to pass on their knowledge and skills to others.</p> | £2,491.00 |

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| <p>Employment of a Sports Teaching Assistant (Level 2)</p> <p>24 hours per week.</p> | <p>1, 2, 3, 4, 5.</p> | <p>To identify less-active pupils and promote a love of physical activity.</p> <p>To raise the profile of PE and sport across the school by offering a broader range of sport experiences and activities.</p> <p>Provide a variety of adult-led daily lunchtime games – fielding and striking; net and wall; invasion.</p> <p>Introduce the Daily Mile for all classes</p> <p>Support and develop class teachers’ knowledge and understanding of the PE curriculum and their competency in delivering for clear progression.</p> | <p>Targeted reluctant/less-active children participate more frequently in physical activity.</p> <p>- Evidence: PE tracking sheet; pupil voice.</p> <p>A greater percentage of pupils participating in extra-curricular sports both inside and outside of school.</p> <p>- Evidence: PE tracking sheet; competition registers; pupil voice and questionnaires.</p> <p>Greater progress in PE and increased concentration</p> <p>- Evidence: Assessment data; pupil voice.</p> | <p>Through working closely with the children, the Sports Leader has identified strengths and weaknesses within each cohort. This has enabled him to identify which children would benefit the most, as well as encouraging and developing their participation and skills.</p> <p>The Daily Mile is undertaken regularly and enjoyed by all of the children. Lunchtime sessions are led by the leader and he has also upskilled sports ambassadors to take the lead in running sports sessions for their peers and the younger children.</p> <p>There has been a massive uptake in the extra-curricular clubs offered by the Sports Leader and these are very well attended by over half of the school.</p> | <p>£7550</p> |
| <p>Purchasing specialist PE equipment and resources.</p> | <p>1, 2</p> | <p>Ensuring children can independently participate in physical activity during lunch and break times.</p> <p>Ensure that teaching staff and specialist sports coaches have a generous amount of good, high-quality equipment for a range of sports.</p> <p>Purchase balance bikes and mobility resources to support the strengthening of girdles and upper body strength.</p> | <p>More activities taking place during lunch and break times – improved behaviour and concentration in lessons.</p> <p>An improved quality in the delivery of PE lessons.</p> <p>Increased opportunities for active 30.</p> <p>- Evidence: Equipment log; lesson observations; monitoring of the percentage of ‘active’ and ‘less active’ pupils.</p> | <p>The children regularly have access to a wide range of sports equipment and this has had a very positive impact on behaviour at lunchtimes.</p> <p>The purchase of balance bikes has helped all of the younger children with learning to ride a bike and also developed core strength.</p> | <p>£1,000</p> |

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| <p><i>Payment for the use of facilities (village hall) and transport.</i></p> | | <p><i>Ensure that teaching staff have appropriate areas to teach PE effectively.</i></p> <p><i>Develop a partnership with Wolverley CE Secondary School to increase the quality of PE lessons and teaching being offered to the children.</i></p> <p><i>Enable children to participate in unique, innovative sports.</i></p> | <p><i>Increase the percentage of children reaching expected and mastery in PE for all year groups.</i></p> <p><i>Promote a love of exercise and sporting activity.</i> <i>- Evidence: Pupil voice; questionnaires; extra-curricular registers; assessment and data.</i></p> | <p>The use of the village hall has enabled the children to work in a much bigger space and also allowed PE sessions to continue when the weather has been bad.</p> <p>Payment of transport costs have enabled the children to experience a wide range of sporting opportunities which they would normally not have access to.</p> | <p><i>Village Hall £500</i></p> <p><i>Transport £2182</i></p> |
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| <p><i>Develop teachers subject knowledge and pedagogical approaches through the teaching of dance.</i></p> | | <p><i>Dance lessons provided by Dance Xchange – providing high quality provision for dance for children and coaching for class teachers.</i></p> | <p><i>Increased participation in dance and improved knowledge skills, understanding and performance of dance</i></p> <p><i>Teachers have a secure knowledge of how to teach dance.</i></p> <p><i>- Evidence: Pupil voice; questionnaires.</i></p> | <p>The children were taught by professional dancers who gave the children an immense range of Dance skills and knowledge.</p> <p>Children were able to attend a Dance Festival.</p> <p>An extra-curricular club also afforded the children additional opportunities to engage in Dance.</p> <p>Staff given CPD opportunities.</p> | <p><i>£3950</i></p> |
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