



High View Primary Learning Centre 2021 2022 –Sports Premium Strategy Statement	
Head Teacher	Theresa Smith
Sports Co-ordinator	Paul Crossley
Chair of Governors	William Ward

Total amount carried over from 2020/2021	£3000
Total amount allocated for 2021/22	£20,100
How much (if any) do you intend to carry over from this total fund into 2022/23	£0
Total amount allocated for 2021/22	£23,100
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£23,100

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	

Introduction

At High View Primary Learning Centre, we recognise the contribution of PE and sports to the health and well-being of the children. We believe that an innovative, varied PE curriculum and extra-curricular opportunities have a positive influence on the behaviour, concentration, attitude and academic achievement of all our children.

What is the Sports Premium?

The funding is jointly provided by the Departments for Education, Health and Culture, Media and Sport, and will see money going directly to primary school headteachers to spend on improving the quality of sport and PE for all their children. For the year 2021/22 the Sports Premium has been doubled; each school receives £20,100 which includes the extra £10 per pupil each year. The money can only be spent on sport and PE provision in schools.

Purpose of the funding

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

The DfE has advised possible uses of the funding to include:

- Hiring specialist PE teachers or qualified sports coaches to work alongside primary teachers when teaching PE
- New or additional Change4Life sport clubs
- Paying for professional development opportunities in PE/sport
- Providing cover to release primary teachers for professional development in PE/sport
- Running sport competitions, or increasing participation in the school games
- Buying quality assured professional development modules or material for PE/sport
- Providing places for pupils on after school sport clubs and residential visits

Utilisation of the Funding by the school

For the academic year 2021-22, we received funding of £20,100. This money is to be contributed to the ongoing initiatives from previous years which have proved very successful:

Swimming Data:

<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>	<p>In the past academic year, all pupils in Year 3 attended the expected swimming sessions. In 2019 and 2020 all pupils attended again the swimming sessions based on completing these in the autumn, spring term. Those who had previously not reached the 25m confident swim were invited to continue the next year to reach this milestone.</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 2020.</p> <p>Please see note above</p>	100%
<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>	%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	%
<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>	Yes/No

Key indicator 1: The engagement of all 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:
School focus with clarity on intended impact on pupils:	Actions to achieve	Evidence and impact:	Funding	Sustainability and suggested next steps:
<p>-Key Stage 2 pupils have access to physical activity for 20 minutes before school to understand the need for daily exercise, teamwork, fitness and hand eye co-ordination. Structured/planned activities at break and lunch to support engagement, exercise and socialisation.</p> <p>-Playground Leaders to develop physical activity to increase fitness and exercise for well-being and socialisation. -Pupils to widen their knowledge of activities to take part in, organising them and coaching others by being sporting role models and sports ambassadors to provide a wider range of physical activities at lunch time to develop a passion for sport and exercise (gymnastics, dance, yoga) -Further develop the capacity of sports coaches to deepen the breadth of sporting activities provided for all children, but especially KS1, during lunchtime play.</p>	<p>Advertise ‘Morning move it’, monitor the participation of pupils and grouping. School council to explore the activities to evaluate the interests and needs of the pupils. Staff to monitor and support the clubs to encourage pupils to take part.</p> <p>Develop and train children as playground friends and sporting role models to further encourage their peers to participate in a range of physical activities. Resource Audit to ensure correct equipment is provided to meet the needs and interests of pupils.</p>	<p>-All staff are trained in how to engage children in physical activities during morning and lunchtime play -A wide range of sporting activities are offered at playtimes with specialist activities for Reception and Key Stage 1 children, to ensure that all children are active for more than 30 minutes a day. -Pupil voice shows that the majority of children partake in team games such as football, table tennis, basketball and king ball, led by trained support staff and other pupils during playtime and lunchtime play - Sports coaches are strong role models for all children modelling the impact of regular physical activity for the children</p>	<p>£11,300 for sports coach.</p> <p>£7500</p>	<p>-Further develop the role of playground leaders through training and resourcing to encourage participation in a wider range of physical activities for EYFS and KS1 children at break time - Gain further pupil opinion, through surveys and School Council on what games and equipment will increase motivation and participation</p>

Evaluation:	
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Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement	Percentage of total allocation:
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School focus with clarity on intended impact on pupils:	Actions to achieve	Evidence and impact:	Funding	Sustainability and suggested next steps:
<ul style="list-style-type: none"> -Display introducing sports role models - and a results board to share the outcomes of competitive sports matches and celebrate sporting achievements -Increase parental engagement and develop a positive attitude to physical education and wellbeing. - Class teachers to continue to recognise sporting achievement during the weekly celebration assembly, linked to the value of the week e.g. resilience, to raise the profile of PE linked to lifelong learning. -Celebrations communicated via school's newsletter, website and Twitter account to raise profile. Awards, certificates and prizes to be used to motivate. 	<ul style="list-style-type: none"> -Dedicated section in assembly to promote upcoming sporting events and to celebrate sporting achievements - Tweets, photos on newsletter and website of all sporting events -Sports coaches to design and run a PE coffee morning to develop parents' understanding of the benefits of PE in our curriculum -Sports coaches to invite parents in to participate in a Deer Park PE lesson with their children -Use of technology in classes to analyse technique and principles of specific sports. 	<ul style="list-style-type: none"> -Parental feedback highlights an understanding of the importance of the PE curriculum - Pupil and parent voice indicate awareness of sporting achievements 	£500	<ul style="list-style-type: none"> -Add specific section into parent survey on sports provision and impact -Playground leaders to promote, report and share school achievements through school council.

Evaluation:	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
School focus with clarity on intended impact on pupils:	Actions to achieve	Evidence and impact:	Funding	Sustainability and suggested next steps:
<ul style="list-style-type: none"> -Sports coach to develop a skills audit to identify teachers with a secure understanding of the PE curriculum and teachers who will require support. -Sports coach to design and run staff CPD for staff to upskill teaching staff -Greater emphasis on PE supporting during PE lessons taught by teachers and TAs through team teaching. -Sports coach to strategically plan where to support based on the results from the skills audit and prior knowledge of teaching experience throughout the school. -Sports coach to make networking links with Trust schools, location links to observe quality practice in PE. Purchase a scheme of work to support the quality delivery of all adults. 	<ul style="list-style-type: none"> -Sports coach to design a skills audit to gain a baseline understanding of teachers' knowledge of the PE curriculum - Sports coach to provide further support and team teaching for staff -Trust to design a monitoring and observation cycle for PE that complements the team-teaching and teacher development process. 	<ul style="list-style-type: none"> -All staff deliver high quality PE lessons which challenge children of different levels and encourage the development of whole school values from the values and characteristics. -Teaching assistants, SMSAs, teachers and SLT have a better understanding of how to support and encourage pupils to engage in physical activity during morning and afternoon play 	£800	<ul style="list-style-type: none"> -Further professional learning opportunities for staff who request it e.g. peer observations -Develop PE subject leader networks with colleagues at other schools to encourage the sharing of good practice
Evaluation:				

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
School focus with clarity on intended impact on pupils:	Actions to achieve	Evidence and impact:	Funding	Sustainability and suggested next steps:
<ul style="list-style-type: none"> -Offer a wider range of activities both within and outside the curriculum in order to get more pupils involved, such as: swimming, fishing, basketball, tennis, cricket, yoga, dance, martial arts - Track and monitor participation in sports clubs and events building in a termly review and a list of leadership actions for the upcoming term. - Introduce a wider range of well-being and physical activities at lunchtime, such as meditation and yoga areas. -Increase participation of pupils with identified SEND in physical activity by ensuring coach is aware of needs and how to adapt lessons to provide for these needs. -All pupils in school participate in at least one competition/after school club. 	<ul style="list-style-type: none"> - Audit of PE equipment to find out what resources we have and need at school -Use pupil voice to identify interest in a range of different after-school activities - Sports coach and SLT to monitor delivery of lunchtime and after-school clubs - Create a database of all events entered and all pupils attended, and target provision at those who may not have participated. 	<ul style="list-style-type: none"> -Pupil and parent voice shows that the children enjoy participating in a wide range of activities during playtime and afterschool - SEND sports tournament and participation and the Hackney wide Personal Best initiative will continue to reduce barriers to sport - A higher number of children across the whole school participating in physical activities after school. 	£1000	<ul style="list-style-type: none"> -Ensure that a broad range of activities are offered by encouraging pupils and parents to suggest activities and after-school clubs - Develop links with local sporting clubs and bodies
Evaluation:				

Key indicator 5: Increased participation in competitive sport					Percentage of total allocation:
School focus with clarity on intended impact on pupils:	Actions to achieve	Evidence and impact:	Funding	Sustainability and suggested next steps:	
<ul style="list-style-type: none"> - Expand range of activities available as extra-curricular clubs to encourage pupils to more involved - Signpost families to opportunities outside of school to engage in further activities - Sportswear developed to encourage participation and the profile of sport within the school - Make links with Trust schools, local schools and wider clubs to interact with competitions. 	<ul style="list-style-type: none"> - Enter local competitions and events - Develop a close partnership with local sports clubs to ensure pupils have access to competitive activities outside of school hours - Publication through school's communication of additional physical activities available e.g. external club links and summer camps available 	<ul style="list-style-type: none"> - Pupil and parent voice demonstrates positive impact about the range and quality of sporting activities and clubs on offer - A strong range of competitive sports events is sustainably booked, and a model created for replication across the year. 	Travel costs £2000	<ul style="list-style-type: none"> - Make links with external clubs, fishing, Manvers for water sports. - Sports leaders to build links with other schools and seek cluster development opportunities - Sports leaders to investigate water sports and local opportunities which reflect geography of the area and wider opportunities to widen experience of other less common sports. 	
Evaluation:					