

PE and Sports Premium Report 2021/22

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 2021-22

#### What is PE and Sports Premium?

The funding is a ring-fenced grant for English primary schools to provide additional and sustainable improvements to the quality of PE, sport and physical activity. 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) Increase the opportunities for outdoor activity and inter- class competition.

Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need:
School games – award pending – 2021 – 2022	1) Improve the regularity and quality of the daily mile and use of activities to
School games – Gold award – 2019 – 2021 – retained through evidence as a	break up long periods of sitting. (aim 1)
result of Covid-19	2) Continue team teaching with outstanding sports coach and utilising staff
School games – Gold award – 2018 - 2019	speciality knowledge. (aim 2)
School games – Gold award – 2017 - 2018	3) Consistent: planning, deliver and reflection across the school on all PE.
School games – Gold award – 2016 - 2017	(aim 2)
School games – Gold award – 2015 - 2016	4) Promote sporting success across the school, both internal and external, through the newsletter, social media and assemblies, (aim 5)
	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)
	6) Continue improving knowledge of active and healthy lifestyles (aim 4) 7) Planning has already begun for September with regards to increasing outdoor time, physical activities and competitive events. (aim 7)









# **Details with regard to funding** Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£ 17,834
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 3,483
Total amount allocated for 2021/22	£ 17,812
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£21,295

# **Swimming Data**

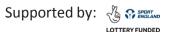
Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	
N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques ondry land which you can then transfer to the pool when school swimming restarts.  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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of atleast 25 metres?  N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary schoolat the end of the summer term 2021.  Please see note above	50%*
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstrokeand breaststroke]? Please see note above	43.33%*
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	66.66%*
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but thismust be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes £900 Year 4 class
*figures taken from pupil voice following COVID related swimming cancellation.	













# **Action Plan and Budget Tracking**

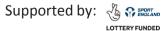
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2020/21	Total fund allocated:	Date Updated:	:	
<b>Key indicator 1:</b> 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	
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 achieveare 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.	Daily mile (Chantry mile) Regular use of the running track, daily where possible.  Flexible timetabling In place of the additional outdoor slot afforded during the pandemic teachers	£0	Rather than tracking laps and progress each time, a baseline assessment is gathered to see which children can run continuously for a set period of time and then this is checked again later in the term to monitor for improvement.  Noticeable improvements in enjoyment, attitude and number of laps over the course of the year.	PE lead and sports coach track and monitor with the support of class teachers and staff.  Restrictions for next year will dictate what happens to this provision.
	are trusted to understand the needs of their class and use outdoor space for physical activity when beneficial.		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.  Increased focused activity at lunch	μι ονιδιοτί.













Break and Lunchtimes Games and structured sport during break and lunchtimes. Organised by MDSAs.	£0 £765	times has led to additional use of equipment, increased opportunity to develop skills and fewer playground issues with regards to games.  Staff now feel they can better	Ongoing assessment of what children and staff feel is working and is of benefit. Expand the range of activity available and to expand the amount of child led activities that is offered alongside the free choice and adult led stuff.
MDSA training course.		support pupils to engage in safe and active activities during breaks and lunch times.	Teach these activites and games and activities to the children to enable them to be able to play and engage without the constant need for adult interactions.
	£0	Teachers have reported, improved	
Activity to break up long periods of		focus during lessons and improved	Expand options for these
sitting:		productivity for longer writing	activities, try to ensure
Go noodle;		pieces.	consistency and continuity
Shake it for eight;			throughout the school.
Simon says;			
Just dance;			
Copy the action.	(Part of the	Children have additional	
Sportscrew/Playleaders	Bexhill Schools	opportunities to be active. Children	Increase numbers and range of
To be restructured and implemented	Partnership	1	activities. Have both focused
· ·	funding listed	_	groups and open ones. More
early next year to ensure they are	below)	1	accurate records of who is
effective.	,		participating to track impact.
			par corporating to track impact.
	£1,035.56	New equipment and resources have allowed children to access more	
Sporting equipment and resources to			Ensure equipment is used and
engage children in activity			stored in a way which means that
·			it lasts and does not need
		1	yearly/termly replacement. Teach
			the children games and activities
			to ensure equipment is used











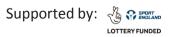


	Up keep of the running track		Has ensured that the running track is safe and cane be used year-round which has enabled us to take part in several events in school and use it for activity breaks.	correctly. Train pupils to assist with checking and correct storing of equipment.  Research and highlight more sustainable and perhaps cheaper ways of maintaining the track and the impact this will have on usage and the environment.
<b>Key indicator 2:</b> The profile of PESSPA	A being raised across the school as a to	ool for whole sch	ool improvement	Percentage of total allocation:
			I	%
Intent	Implementation	Т	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:
and healthy lifestyle. Sporting achievements will be celebrated on par with academic ones. PE and sport	Sporting achievement Is celebrated alongside academic achievements during celebration assemblies and in the newsletter.	£0	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. Use of social media to share sporting success and activity.	Continue to raise the profile of children's sporting success in school and out. Use of alternative media to promote in school activity and outside.
will be viewed as an important part of school life and daily life.	Pupil voice 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.		Chantry. All children asked stated they enjoyed PE and identified sports which they felt they had improved in. Children also identified	the children in both formal and informal ways. Continue to deliver a variety of sports via PE lessons and clubs whilst exploring the













Staff audit 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.	£0	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. A further range of activities to keep children active during the school day without the	Offer training and support where the need has been identified. Continue to encourage the open dialogue and broaden available resources. Continue to ask and review what staff feel they need. Have been able to offer staff training sessions from outside agencies, however, COVID impacted these taking place.
Sportsmark award  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.	£0		

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?:	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.

### Teacher audit

Formally completed once a year with questions asked more informally at regular stages throughout each term. Dialogue with sports coach and staff has developed and has been more lopen this year. This has led to team Iteaching being more effective and staff feeling like their skills and ideas are growing.

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## Premier sport £15. 196

- 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.

## **Bexhill School Games Partnership**

Provide staff training sessions and £500 PE Lead sessions/meetings, with opportunities to utilise knowledge of a collective group to improve

Has identified areas for improvement in the provision of PE at Chantry and areas the teachers feel they could use more support or training.

Increased engagement and participation within all areas of the PE curriculum.

Increased student and teacher confidence in applying and teaching skills due to working alongside the outstanding coach.

New outstanding coach has brought with them fresh ideas and activities which have helped to engage learners.

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.

Revised and clear progression maps for each topic so that next steps are clear.

Children will effectively plan and engage their peers in a range of sports and activities because of the Sportscrew training.

Provide relevant training for the areas staff feel they need. Improve the space and leguipment we have at Chantry where possible to provide the best PE provision we can.

Continue expecting the same standard of teaching as a minimum always aiming to be the best it can be.

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.

Explore further opportunities to improve staff knowledge through training offered.

Increase number of Sportscrew members with links to playleaders as well and allow them more freedom to plan the activities

staff and child abilities and

Created by:









<b>Key indicator 4:</b> Broader experience o	<ul> <li>attainment.</li> <li>Staff training</li> <li>Sportscrew training</li> <li>Gymnastics CPD</li> </ul>	red to all nunils		they do.  Percentage of total allocation:
Intent	Implementation	Ted to all pupils	Impact	Teremage of total anocation.
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: 50
Additional achievements: Increase the number of children attending sports clubs at Chantry, be these before, during or after school.	offered to the children at Chantry.  These include: cricket, football	expenditure listed above otherwise.	children (53.33%) attended after school clubs. KS2: 73 KS1: 39. Of these	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.  We are also looking to identify lunch and break times and how these could be used for focussed activities.













Key indicator 5: Increased participati	on in competitive 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?:	Sustainability and suggested next steps:
ncreased participation for all in ompetitive sports and extraurricular activities.	A group of KS2 children learnt a dance choreographed by one of our own teachers and performed this at the White Rock theatre.	£ as above £ 0	Competed in a variety of competitions ranging from level 1 to 3.  Competed against the other schools in Bexhill and further afield.  Children enjoyed being able to apply their skills in competitive environments away from school and seeing how their skills compared to their peers.  Children have picked up individual and team honours for competing in	Compete in more events and try to expand these opportunities down to Key Stage One. Look to impleme some friendly in school competition for KS1.  Increase the number of children competing/representing the school in competitions.  Identify focused competition with the intention of winnir as many as possible. But alsidentifying the potential need
reated by: Physical Active Partnerships	one run global relay  Both of these events were conducting in school and included the whole school.  Children were awarded a pin badge to celebrate their participation.  Cricket  17 children took part in the open and girls competitions held locally. The girls'	£ 0	these events and we are incredibly proud of their efforts!	for tactical sessions as well a skill.  Inter-class competitions/festivals/game throughout the year to encourage healthy competition and embed our

squads finished 1st and 4th and were invited to county finals. The open squad finished joint 5<sup>th</sup>

### **Football**

A boys' team competed in a tournament  $f \cap$ at Sandown school and qualified for the small schools final, finishing as runners up.

A girls' team competed in a tournament at Sandown and were beaten guarter finalists.

A girls' team competed in a tournament hosted at St Richard's and ran out winners over all

### Cross country

14 runners from KS2 competed in the cross country at St Richard's. One of these finished 3<sup>rd</sup> in their group and two others qualified for the next round.

### Netball

A group of children attended a competition at St Richard's and enjoyed further coaching and input at the same time which built upon skills and knowledge un competitive environment.

## **Termly challenges**

Inspired by the virtual games we have tried to offer our own termly challenges for the children to take part in and engage their family members with.

Part of Bexhill school's partnership.

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> 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.

Chantry values in these where possible. Year 5 and 6 have competed in one sporting levent each long term and it has encouraged healthy competition between pupils and staff.

Relaunch and introduce these more clearly for each long term. Find clear ways of recording participation and ways to have pupils' ideas heard and shared.

Signed off by













Head Teacher:	Becky Reed
Date:	13/07/2022
Subject Leader:	Byron Smith
Date:	12/07/2022
Governor:	Myge
Date:	13/07/2022











