

Primary School's Sports Funding Report for 2021-2022

The Government provides funding of around £150 million of primary school sport funding per annum. This funding is being jointly provided by the Departments for Education, Health and Culture, Media and Sport, and will see money going directly to school's to spend on improving the quality of sport and PE for all their children. The funding can only be spent on sport and PE provision to raise standards and opportunities in PE and sport.

How much have we received?

For the academic year 2021-2022, we received **£18,920.57**.

How much did we spend?

- The biggest expenditure was buying the support of Danny Thomas Coaching Academy (DTCA) at a total cost of **£14,040** for two days a week.
- **£945** spent on new indoor PE mats.
- **£595.18** was spent on repairing sports equipment.
- **£100** was spent on new resources to support playtime.
- **£120** was spent on sports day support from DTCA.
- **£3120** was put towards to the cost of a new playground play trail.

Priorities for financial year 2021- 2022

- Curriculum support for staff – one RQT and one ECT
- To improve fundamental movement and physical development skills in Early Years.
- To develop fundamental movement skills in Year 1.
- Support PE coordinator.
- Provide after-school club provision.

Primary PE and Sport Premium – Key Indicators

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer. There are 5 key indicators that schools should expect to see improvement across:

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 sports.

Key indicator 1: Engagement of all pupils in regular physical activity, for example by:				
School focus on intended impact on pupils:	Actions to achieve	Cost :	Evidence and impact:	Sustainability and suggested next steps:
EYFS children develop good early movement skills	Coach to deliver a coordination program 'Leap into life' - on gross motor movement. Coach to support teachers to deliver PE lessons in smaller groups and provide greater differentiation and support.	£6,825	✓ 96.6% of EYFS children attained at a least expected or above for Gross Motor ELG. (Assessment Data July 2022)	Support for EYFS will continue next year.
Y1 children develop good early movement skills	Coach to deliver a coordination program 'Leap into life' - on gross motor movement.	£4,095	<ul style="list-style-type: none"> ✓ Positive attitudes to PE. ✓ Improved coordination, stamina and body control seen. ✓ Good cooperation and team work seen. 	Support for Year 1 will continue next year.
Intervention group for EYFS to focus on gross motor movement.	Sports coach to lead weekly session with EYFS (4 children) Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing	£240	<ul style="list-style-type: none"> ✓ Children made good progress with gross motor movements ✓ 3 out of 4 children met ELG for Gross Motor. 	<p>To continue next year if needed in EYFS.</p> <p>To continue to support the children as they move into Year 1.</p>
Key Indicator 2: The profile of PE and Sport being raised across the school as a tool for school improvement				
Continue to develop children's leadership opportunities and celebrate excellence in sport.	Nominate Sports Ambassadors Sailing award to be given from Andrew Simpson Sailing Foundation Sports ambassadors to support school sport events.	Donated youth sailing course	✓ Lovely feedback from parents of children who were nominated. One child considering taking up sailing in the future.	To continue next year
A fully inclusive annual sports day.	Sports Coach Danny Thomas to coordinate annual sports day. Inclusive activities planned. Separate, age appropriate sports morning to be designed for EYFS.	£120	<ul style="list-style-type: none"> ✓ Whole school sports was successful ✓ Inclusive activities enjoyed by all ✓ Tailored sports events for EYFS was successful. ✓ These were successful, fully inclusive and included a high level of active participation and children competing against each other. ✓ Super Sunny Sports Day! - Ferndown First School (fernfirst.dorset.sch.uk) ✓ Lovely feedback received from parents. 	Continue to hold Sports Morning for Y1, 2, 3, 4 and a tailor made sports morning for EYFS.
Develop real leadership opportunities through the Playground Leader's role.	Attend annual training. Ch run own lunchtime and playtime activities for their peers.	£0	<ul style="list-style-type: none"> ✓ Annual training did not happen due to Covid. ✓ In-house training took place. ✓ Ch created play leader timetable and led lunchtime activities. 	To continue next year.

Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and Sport				
To improve the medium plans for PE.	Subject leader day release to write bespoke medium term plans.	£195	<ul style="list-style-type: none"> ✓ Planning has improved for staff. ✓ Greater evidence of progression across the school 	Planning will continue to be revised.
Support in the delivery of PE lessons in Year 4 to an RQT and ECT.		£3,120	<ul style="list-style-type: none"> ✓ High quality outdoor PE delivered. ✓ Staff confidence increased to deliver PE ✓ See impact statements below 	
Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils				
Offer a wider range of activities outside the curriculum.	Explore ways to offer clubs within current Covid restrictions.	£0	<p>We are pleased with the take up of clubs this year.</p> <p>Clubs offered and take up</p> <ul style="list-style-type: none"> ✓ Year 1 & 2 Football – 40 ✓ Year 3 & 4 Multi Sports – 20 ✓ Year 3 & 4 Football – 16 ✓ Year 2, 3 & 4 Dodgeball – 36 ✓ Year 2 Karate – 20 <p>Bikeability Bikeability was offered to Year 4 children through April and May 35 children took part and achieved Bikeability level 1 and 2.</p> <p>Cricket workshop Workshop took place on 3rd May and 5th May All children took part in a 30 minute session.</p> <p>Tennis Workshop Workshop took place on 28th March and 4th April. All children took part in a 30 minute session.</p>	The school will continue to seek ways to increase its offer of after-school sports clubs.
Key Indicator 5: Increased participation in competitive sport				
To offer wider ranges of competitive sporting opportunities to children.	PE coordinator to provide opportunities for children to take part in competitive events.	£0	<ul style="list-style-type: none"> ✓ Year 4 children competed in local Racket festival. Team awarded first place. ✓ Year 4 Racket Festival - Ferndown First School (fernfirst.dorset.sch.uk) ✓ Dorset School Games Summer Festival- Year 4 - Ferndown First School (fernfirst.dorset.sch.uk) 	<p>Continue to attend</p> <ul style="list-style-type: none"> ✓ Swimming gala ✓ Inter schools tennis tournament ✓ Football festival. ✓ Gym tournament.

IMPACT STATEMENT FROM DTCA

DTCA teachers have been working closely with the Year 4 team to enrich and support the way physical education is delivered. Our main areas of focus have been to increase confidence and develop subject knowledge across various different sports. Each class teacher has participated in a tailored programme suited to their individual CPD requirements, whilst taking into consideration the needs of the children.



Across all age ranges we have seen an increase in confidence and motivation from teachers and an enthusiasm to lead P.E lessons. The appetite for P.E at Ferndown First School is high which drives the importance of teachers feeling comfortable outside the safety net of the classroom.

Teachers have also commented on the benefits of this programme overspilling into their second hour which is independently led. With our support, they realised that many skills children learn in P.E can be applied in more than one sport and have a positive effect on their focus and concentration within other subjects and the classroom.

We have also worked closely with the Early Years team to develop confidence and participation of all children regardless of their needs. The children's fundamental skills have improved, their social interactions and resilience when playing team games. Our highly qualified Early Years specialist has ensured that the children receive quality first teaching and that teachers and support staff are fully supported throughout each lesson.

IMPACT STATEMENT FROM CLASS TEACHER 1 (ECT)

At the start of the year, I felt that PE was an area of development. PE is a subject that was not explored in detail during my training and therefore it was a very supportive opportunity to have the guidance from DTCA for my first year of teaching. Observing and working alongside a specialist PE teacher has improved my confidence as a teacher. I have a greater understanding of how to effectively manage a PE lesson, including the use of resources and setting up appropriately differentiated activities which challenge the children regardless of ability. I have developed techniques to organise the children and games effectively and have improved my subject knowledge of many different areas of PE, including invasion games and striking and fielding. There are also a number of techniques and skills which I have applied to indoor PE lessons. It was helpful to be able to view the MTP before the lesson and to then be able to question a PE teacher explicitly about the activities, skills and misconceptions.

IMPACT STATEMENT FROM CLASS TEACHER 2 (RQT)

Teaching alongside the DTCA team during my RQT year allowed me to increase my confidence across the subject. Although comprehensive lesson plans and diagrams are created, it was beneficial to see the set-up of equipment and build my repertoire of team games. Team teaching ensured I learnt from subject specific knowledge and I was able to put it into practise immediately. The partnership worked well as I was able to share my detailed knowledge of the children and then draw on subject expertise to differentiate activities so that every child could be successful. It was also possible to provide teacher support to teams simultaneously.

Priorities for financial year 2022 - 2023

- To deliver high quality PE lessons for EYFS and Year 1 children which improve fundamental movement and physical development skills.
- To ensure all children in EYFS meet the expected standard for Gross Motor skills.
- Develop children's positive attitudes and ability to participate in sport activities in EYFS and Year 1.
- Enhance opportunities for competitive sport during lunchtimes.
- Increase opportunities for children to participate in competitive sports.
- Support children's wellbeing, resilience, behaviour and self-esteem in Year 4.
- Provide after-school club provision.

