



**Curriculum Intent – Physical Education**

The physical education curriculum at ALP trust is designed to provide all pupils with the knowledge and skills to become physically confident in a way that supports their health and fitness. Progression through Knowledge, Skills and Understanding Passports provide a pathway towards living fulfilling lives and contributing to society.

Our learners experience a high quality curriculum that inspires them to succeed and excel in physically demanding activities and competitive sport. Our learners are encouraged to be ‘Healthy Citizens’, engaging in activities that build their character, support their physical and mental health as well as embedding the Core Values and Skills for Life. Pupils develop a sound knowledge of fundamental skills and are able to apply these skills into competitive situations as well as developing teamwork and collaboration.

The physical education curriculum is planned and sequenced so that new knowledge and skills build upon what has been taught before, working towards defined end-points in the form of a core task. Engaging activities provide a hook for each core task and there are close links with the extra-curricular programme on offer. Units of work allow pupils to learn about local, national and global individuals who provide an inspiration to others through their chosen sport. There is a clear focus on building subject specific vocabulary through the attached language plans. Subject knowledge is intertwined throughout the curriculum in order to promote the transfer of knowledge into long term memory in order to develop more confident and competent performers.

In EYFS and KS1 the curriculum focuses on fundamental skills which develops agility, balance and coordination and the application of these skills into a broad range of activities. There are opportunities built into the curriculum in order for learners to experience both competitive and cooperative physical activities in increasingly challenging situations. In KS2 the curriculum focuses on the application and development of a broader range of fundamental skills and using them in different ways in order to make actions and sequences of movement. There is a focus on communication and collaboration which allows learners to develop an understanding of how to improve, evaluate and recognise their own success and the success of others.

**Bothal Primary School**

**Sport Premium Information 2020-21**

The Primary PE and Sport Premium is awarded to every school with primary aged pupils and must be used to fund additional and sustainable improvements to the provision of PE and sport, to encourage the development of healthy, active lifestyles. Schools should publish the amount of premium received; a full breakdown of how it has been spent (or will be spent); what impact the school has seen on pupils’ PE and sport participation and attainment and how the improvements will be sustainable in the future. Schools should also consider how their use of the premium is giving pupils the opportunity to develop a healthy, active lifestyle. In 2020 – 2021 we will receive £21070 + £171 of carry over of funding. Below is a summary of how we will use it to benefit our pupils.

There are 5 key areas for the premium to be spent on:

1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles

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

**Funding Details**

| Total amount carried over from 2019/20 | £ 171 |
| --- | --- |
| Total amount allocated for 2020/21 | £ 21241 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £ £320.57 |
| Total amount allocated for 2021/22 | £ 20,920.43 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £21,120 (2021-2022 allocation)  + £1000 (not used for top-up swimming due to Covid-19)  + £320.57 (intended carry over)  Total: £22,440.57 |

**Sports Premium Expenditure in 2020-2021**

| **Area of Expenditure** | **Total Spend** |
| --- | --- |
| 1. The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles | £17615.43 |
| 2. The profile of PE and sport being raised across the school as a tool for whole school improvement | £0 |
| 3. Increased confidence, knowledge and skills of all staff in teaching PE and sport | £3305 |
| 4. Broader experience of a range of sports and activities offered to all pupils | £0 |
| 5. Increased participation in competitive sport | - |
| **Total** | **£20920.43** |

| **Key achievements to date until July 2020:** | **Areas for further improvement and baseline evidence of need:** |
| --- | --- |
| Gold award for SSP- School Games Mark | Improve staff confidence in planning and assessment of PE – staff are delivering PE for the first time due to covid restrictions |

**2020-2021 Swimming Data**

| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?  **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. | 38% (Increase of 19%) |
| --- | --- |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?  Please see note above | 38% (Increase of 33.2%) |
| **What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?** | 56% (Increase of 37%) |
| 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**  DUE TO COVID |

**Action Planning and Budget Tracker**

| **Academic Year:** 2020/21 | **Total fund allocated:** £28168 | | **Date Updated: July 2021** | |  | |
| --- | --- | --- | --- | --- | --- | --- |
| **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: | |
| 82.2% | |
| **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:** |
| **Increase participation in extracurricular sport provision** | Employ external coaches/ P.E. apprentices/ pay support staff wages/ overtime to implement at least 3 physically active extra-curricular clubs per week.  Identify children who would benefit from being part of a physical activity intervention club | £13,173.99 | | In autumn term Year 3 and Year 4 pupils were engaged in regular lunchtime and break time physical activities and games led by the P.E. apprentices. | **Sustainability**: Engage more pupils in physical activity and improve pupil attitude, skills, confidence to participate  **Next steps:**  Audit the percentage of children currently participating in extracurricular activities (physically active)  Identify target groups of pupils to increase participation in physical activity  Conduct pupil voice surveys to find out which activities children would like school to attend  Conduct parent/ pupil surveys to provide data of how many children are physically active for 60 minutes per day  Re-establish Opal Play sessions across break and lunchtimes as/ when covid-19 restrictions ease  Re-train/ train new staff in leading Opal Play | |
| **Provide activity opportunities within and beyond curriculum** including providing intra/ inter school non-competitive festival opportunities in addition to weekly timetabled physical education lessons | Join the SSP again this year and successfully engage in SSP competitive/ non-competitive opportunities  Purchase equipment and P.E. kit to enable effective participation in above activities  Join the ENBSFA U11 Boys and Girls and attend planned activities.  Conduct pupil voice and resource audit to support appropriate purchase of equipment for lunchtime physical activities, including nurture sessions  Plan and deliver sports day events | £2900  £541.44  Lunchtime equipment | | Yr 3 and 4 cricket - 100% participation in inter-school competition  Yr 5 and 6 athletics – 100% participation in inter school competition  100% pupils took part in a range of sports day activities in addition to their two-hour physical education lesson  100% of KS2 pupils had access to appropriate playground equipment which encouraged physical activity e.g. tennis bats, throwing equipment, skipping ropes |
| **To support parents and children to participate in safe physical activity during the period of school closures in 2021.** | P.E. lead to plan an appropriate P.E. curriculum which can be accessed both in and out of school (during school closure) to incorporate physical fitness and theory elements  The P.E. team to plan, record and share a series of progressive videos for all year groups in developing fundamental skills which can be accessed in line with Covid restrictions and school closures | £0 | | The P.E. lead developed, planned and adapted an appropriate curriculum for all year groups which developed knowledge and skills in key P.E. areas  The P.E. department planned, recorded and shared a range of weekly teaching videos which developed children’s fundamental skills and fitness. These were adapted to enable children with limited equipment to participate.  Fitness activities were planned and encouraged through the use of personal best and improvement opportunities e.g. the use of Google Forms to share outcomes and improvements with staff |
| **Increase the % of children achieving age-related expectations in swimming and water-safety by the end of key stage 2.** | Identify children for top-up swimming this academic year.  Plan and implement swimming lessons in line with government guidance and school risk assessments | £1000  £0 spent due to pool closure (Covid-19 response) | | Due to government restrictions and school risk assessments top-up swimming was unable to happen in 2020- 2021 | Research how elements of water safety can be taught on the school premises during periods where schools are unable to access pools.  Increase the number of children swimming in the next academic year.  Plan to start swimming lessons at an earlier age-group to allow additional time for children to reach age-related expectations in swimming and water safety  Promote the importance of water safety and swimming to all parents through newsletter, website, etc. | |
| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | | **Percentage of total allocation:** | |
| 15.43% | |
| **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:** |
| To support class teachers with planning and delivering high quality lessons and schemes of work.  To improve the confidence of staff in using core tasks to deliver the primary PE National Curriculum. | Audit staff confidence, knowledge and skills in teaching the different areas of physical education  Conduct lesson visits to evaluate strengths and areas for development in current P.E. provision  Source appropriate professional development e.g. use of coaches, scheme of learning, support from the P.E. department  Release the P.E. team to plan and develop a range of high quality P.E. exposition videos focused upon developing fundamental P.E. skills -to be shared with staff in all year groups  Source and purchase an appropriate whole school scheme of learning to support high quality physical education planning, teaching and assessment | Supply staff cost to release P.E. specialists:  1 x full days  £185 x 1 = £370  £1965 | | A library of P.E. exposition videos and teaching materials was produced by the P.E. team to support staff understanding and skills in teaching fundamental skills  *“After seeing how we can deliver health related exercise online, I am more confident to deliver health related exercise and the theory behind in the school setting.”*  100% of surveyed staff were more confident to deliver health related exercise/ fundamental movement  These were shared with children and parents during the period of school lockdown.  Complete P.E. was reviewed in line with ALP Trust curriculum needs and purchased to be used in the academic year 2021-2022 | **Sustainability**: improve staff confidence and skills in delivering high quality physical education  Develop a culture of continuous improvement in physical education  **Next steps:**  Audit staff confidence, knowledge and skills in teaching the revised P.E. curriculum  Analyse pupil attainment data to evaluate the impact of staff training  Conduct lesson visits to establish the impact of staff training on teaching practice and to establish further areas for development  Source external CPD providers to aid with staff CPD in line with subject leadership evaluation and curriculum changes  Continue to develop the use of Complete P.E. across the school | |
| To develop staff confidence in effectively assessing outcomes in P.E. | The purchase of Primary P.E Passport with effective CPD to all staff involved.  Develop the use of the Primary P.E. Passport app as a tool for assessing and moderating pupil outcomes  Release the P.E. Lead to meet with staff and develop confidence in assessing pupil outcomes, and identifying areas for development in teaching and learning | £600  2 x full days  £185 x 2 = £370 | | All staff delivering PE used the passport to support their planning and assessment – videos and photographs uploaded onto the app to aid the subject lead to monitor the quality of pupil outcomes – evidence showed that pupil outcomes were good.  *“I now have more ideas about how to deliver certain skills and how to explain them for fundamental movement”*  *“Meeting with the Head of P.E. on a regular basis to discuss exposition and sequencing of learning has improved my teaching and the pupil outcomes greatly”* | **Sustainability**: improve staff confidence and skills in assessing and delivering high quality physical education  **Next steps:**  Continue using and developing the use of the Primary PE passport app in conjunction with the Complete P.E. Scheme of learning  Support staff in making accurate judgements through joint assessments, school moderation and cross-school moderation (SSP) | |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | | **Percentage of total allocation:** |
| 0% |
| **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:** |
| **Develop the outdoor environment to encourage increased engagement and enjoyment of outdoor learning and physical activity**  **Increase and improve opportunities to develop children’s gross and fine motor skills so that an increased % of children meet the ELG in physical development and children**  **Provide opportunities for children to address gaps in fine and gross motor development created by school closures and lockdown restrictions** | Develop an outdoor activity area that can be used by EYFS and KS1 to provide access to a wider range of activities such as stepping stones over ponds, look out towers, mud kitchens, tunnels and a sand pit (designed to promote well-being, safe risk taking behaviour and self-regulation) | £0 | | The Enchanted Garden was officially opened in summer 2021.  Children in EYFS and KS1 accessed this provision weekly throughout the summer term, experiencing a broader range of activities  \*\*Increase in outdoor learning activities  Pupil voice\*\* | **Sustainability**: The Enchanted Garden is a permanent area in school which can be accessed in future years. Children’s love of the outdoors and appropriate  **Next steps:**  Conduct audits to see which children are accessing particular areas of the Enchanted Garden. Plan/decide development areas and target children using the results.  Collect pupil voice on the Enchanted Garden linked to aspects they enjoy, don’t enjoy and how it could be improved further.  Continue to research and develop activities within the Enchanted Garden to develop children’s physical, social and emotional well-being.  Consider staff development needs/ opportunities in using the Enchanted Garden effectively e.g. Opal Play training needs  Evaluate the impact of the Enchanted Garden on Physical Development attainment and progress  Consider how the Enchanted Garden can be used to engage parents in outdoor learning  Explore and plan ways to engage children in outdoor learning activities in KS2 in line with covid guidance and school risk assessments |
| **Key indicator 5:** Increased participation in competitive sport | | | | | **Percentage of total allocation:** | |
| *Part of the sports partnership funding – see key indicator 1* | |
| **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:** | |
| Develop intra-school competition  Enable pupils to compete against other schools | Continue to access the SSP competition opportunities for all year groups  Attend sporting competitions against other schools – increase the amount of pupils participating  Plan sports day activities which include intra-school competition | See costs as per Key indicator 1 | | Yr 3 and 4 cricket - 100% participation in inter-school competition  Yr 5 and 6 athletics – 100% participation in inter school competition  100% pupils took part in a range of sports day activities in addition to their two-hour physical education lesson | Liaise with SSP to encourage the whole school competition format.  Once covid restrictions ease – enter additional competition formats e.g. ENSFA  Develop use of intra-school competition through the Complete P.E. scheme of learning  Develop the aspect of Personal Best using the Complete P.E. resources  Plan and deliver staff training to develop the Personal Best aspects of the Complete P.E. schemes of learning  Audit current school practice against the criteria for The School Games Award  Liaise with the SSP to plan and implement further opportunities for competitive sport  Develop competitive sport opportunities at break and lunch times- identify targeted pupils for this | |

| Signed off by | |
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| Head Teacher: | Miss L. Hall |
| Date: | 30 September 2020 |