



Fleggburgh VC Primary School 2020 – 2021

September 2020

Sports and PE Grant

‘Soar on Wings’

Context: Our school understands the difference PE, School Sport and Physical Activity makes to the development of well-balanced responsible individuals. As a school we aim to use the Sports and PE Grant effectively to have an impact on Teaching, Learning and Assessment and Personal Development and Behaviour. We seek to ensure all our pupils access sustainable high quality PE, school sport, physical activity and healthy lifestyle choices. The support of our pupils’ mental health and time outdoors is of increased priority in light of the impact of the pandemic.

The school was open to vulnerable pupils and keyworkers throughout the lockdown periods.

It is expected that the impact of the pandemic may mean some of the following planned activities may not take place. Any unspent planned expenditure will be used to fit handwashing facilities in the playground and to develop the outdoor space.

Our aim is to grow:

- Independent learners and effective leaders
- Enjoyment and enthusiasm for physical activity in all its forms
- Commitment and desire to improve personal and group bests
- Participation and competitiveness
- Strong physical and emotional development and health
- Citizenship and strong core values which support pupils’ faiths or no faith
- Spiritual, moral, social and cultural development
- Thinking and decision making powers

- Knowledge, skills and understanding
- Self-esteem, belief and confidence
- Sustainable healthy lifestyles and mind sets
- Team work and co-operation
- A buzz across the whole school community focused on healthy active lifestyles for all the family

We will report on the impact and key achievements of our work in March 2021

Areas for improvement : 2020-2021

KPI 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

- Sustain 'Walking to School' culture
- Maximise use of village facilities to promote physical activity and links activity with an interest in nature
- Maximize use of school grounds throughout the school day in response to pupil voice and with a view to increasing physical challenge
- Pupils in YR/1/2 to access one day of outdoor learning each week
- Increase opportunities for participating in a wider range of physical activities
- Increase free flow for Early Years developing the EY outdoor area accordingly
- Offer regular After School activities/cluster events

KPI 2: The profile of PE and sport is raised across the school as a tool for whole-school improvement

- Develop leadership roles for pupils through the house system to support physical activity and acquisition of new skills at playtimes
- Develop website, newsletter, social media and displays to raise the profile of sport and PE
- Provide planned activities within remote learning activities to support access to PE and sport at home

KPI3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

- Develop the role of the Sports HLTA linked to appraisal targets
- Adopt PE Passport to support assessment and to inform planning for individuals, groups and whole school improvement
- Increase training opportunities linked to PE, Sport, Physical activity and healthy lifestyles
- Maximise benefits of working with partner agencies eg NORSE Premier Sport Sailing Club Bowls Club

KPI 4: Broader experience of a range of sports and activities offered to all pupils

- Provide taster sessions to introduce pupils to new activities and skills
- Purchase creative resources to enable pupils to explore new activities
- Follow an international sporting event as a school linked to the curriculum to generate an excitement for Sport and PE

KPI 5: Increased participation in competitive sport

- Support and contribute to the development of a small schools network
- Fully contribute to and access cluster events through the Acle cluster

Created by:



Supported by:



- Take the opportunity to have competitive event with small partnership school (Neatishead)
- Embed activities which encourage pupils to gain personal bests
- Develop the competitive element of Sports Day through a House System

KPI 6: Children make consistent informed health lifestyle choices related to diet and hydration and increase opportunity for KS2 children to practise swimming and meet and exceed the national curriculum requirement

- Curriculum includes opportunities for pupils to develop understanding and knowledge of healthy lifestyle choices with a focus on resilience and good mental health (visitors and visits to support this area)
- Make arrangements, as/if required to support KS2 non/weaker swimmers

Meeting national curriculum requirements for swimming and water safety Year 6 Cohort 2020-2021

<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>3/7</p>	<p>Swimming lessons currently postponed as a control measure to minimise transmission of COVID 19 Sept 2020</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke?]</p> <p>3/7</p>	<p>Funding will be made available to target non/reluctant swimmers</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> <p>2/7</p>	<p>Swimming will resume Spring 2022</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>	

Academic Year: 2020/21	Total fund allocated: £16.350 + £12,000 carry over	Date Updated: October 2020		
Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: 66%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact: Review: March 2021	Sustainability and suggested next steps:
<p>Sustain 'Walking to School' culture</p> <p>Maximise use of village facilities</p> <p>Resource school grounds in response to pupil voice and with a view to increasing physical challenge</p> <p>Access Forest School resources and outdoor learning areas</p> <p>Increase opportunities for participating in a wider range of physical activities</p> <p>Increase free flow for Early Years</p> <p>Offer After School activities</p>	<p>Survey children/identify barriers/</p> <p>Village hall/ walking to church/ common visits/ nature walks/</p>	<p>£50 to support walking to school culture</p> <p>Village hall Hire 1K</p> <p>Install Space Web and additional outdoor Apps through Playforce</p> <p>14K</p> <p>Premier Sport £3700</p>	<p>Children who are able do walk to school. All children walk from the village hall each morning and to the village hall at the end of the day.</p> <p>Children play in the local park at the end of the day.</p> <p>The school grounds are well resourced and encourage active and positive play.</p> <p>Pupils access a full range of activities in PE. Emerald class enjoy an outdoor learning day/week. Diamond class access learning in the outdoors.</p> <p>All pupils have access to a multi sports after school club.</p> <p>Emerald class have a Premier Sports coach once a week introducing them to a range of</p>	<ul style="list-style-type: none"> • Parent partnership • New partnership school peer support • Cluster Schools contribution and participation • Small Schools network • All weather resources • Apparatus which enables increasing physical challenge • Training and upskilling staff • Pupil peer support • Growth Mindset • Pupil and Family Support Systems • Core values • Links with Parish Council

			sporting activities. Children love the outdoors Quality and frequency of free flow opportunities has increased.	
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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:
				22%

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact: Review: March 2021	Sustainability and suggested next steps:
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<p>Further embed leadership role for pupils to support physical activity and acquisition of new skills at playtimes</p> <p>Develop website, newsletter, social media and displays including strong pupil voice</p>	<p>Develop role of houses/house captains Play leaders Spread the leadership responsibilities across the school</p> <p>Display board focused on a) sport and PE and b) Physical activity, fresh air and healthy lifestyle choices(DG) Sports Tab on website (DG) Children writing and reporting in newsletter</p>	<p>Sports Lead DG £6200</p>	<p>This has been impacted by pandemic but pupils across the full age range play happily together.</p> <p>The website increasingly reflects the activities and achievements related to sport/PE and healthy lifestyles.</p>	<ul style="list-style-type: none"> • Sports Lead (DG) • Delegated pupil responsibilities • Delegated staff responsibilities (website, social media, displays) • Partnership links • Designated governor for sports and PE Grant • Cluster Schools • Small Schools Network • Community and local press • Self and peer assessment
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Specialist teaching

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				1%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact: Review: March 2021	Sustainability and suggested next steps:
<p>Develop the role of the Sports HLTA linked to appraisal targets</p> <p>Develop assessment of PE to inform planning for individuals, groups and whole school improvement</p> <p>Increase training opportunities linked to PE, Sport, Physical activity and healthy lifestyles</p> <p>Maximise benefits of working with partner agencies eg NORSE Premier Sport</p>	<p>Regular meetings DG and JC</p> <p>Peer support across partnership re: assessment of PE</p> <p>Sports HLTA to access training related to coaching skills</p> <p>Access all promotions and free taster sessions and assemblies linked to healthy eating/sun safety/healthy lifestyle choices</p>	<p>Pupil Passport as ICT resource App to support Assessment £250</p>	<p>This work has been impacted by the pandemic</p> <p>As above</p> <p>As above</p> <p>Curriculum days planned and led by premier Sport (eg Olympics Day)</p>	<p>Cluster working</p> <p>Cascade good practice re: assessment across the federation</p> <p>Prioritise CPD linked to appraisal</p> <p>Partnership with Premier Sport</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				1%
School focus with clarity on intended	Actions to achieve:	Funding allocated:	Evidence and impact: Review: March 2021	Sustainability and suggested next steps:

impact on pupils:				
<p>Provide taster sessions to introduce pupils to new activities and skills</p> <p>Purchase creative resources to enable pupils to experiment with new activities</p>	<p>Resource school creatively to introduce children to a wide range of activities related to PE Sport physical activity and healthy lifestyles</p> <p>Provide taster sessions making full use of local community eg bowls, horse riding, sailing, skiing, tubing</p>	<p>Premier Sport £300</p>	<p>The school is well resourced and well supported by Premier Sport.</p>	<ul style="list-style-type: none"> • Parent partnership • Community Partnership • Children's' University membership
Key indicator 5: Increased participation in competitive sport				<p>Percentage of total allocation:</p> <p>3%</p>
impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact: Review: March 2021	Sustainability and suggested next steps:
<p>Support and contribute to the development of a small schools network and cluster</p> <p>Take the opportunity to have competitive event with partnership schools</p> <p>Embed activities which encourage pupils to gain personal bests</p>	<p>Participate in planned activities. Plan an event to take place at school</p> <p>Sports coach to introduce activities for pupils to develop their concept of</p>	<p>£1000 cluster events staffing/transport</p>	<p>This work has been impacted by the pandemic. The school pays into a cluster pot to provide a wide range of sporting competitions.</p>	<ul style="list-style-type: none"> • Inter school events linked to core values • Celebration assemblies • Cluster working

Develop competitive element of Sports Day through houses	personal best/team best/house best			
Other: Key Indicator 6: Children make consistent informed health lifestyle choices related to diet and hydration Increase opportunity for KS2 children to practise swimming and meet and exceed the national curriculum requirement				% total allocation 6%
<ul style="list-style-type: none"> • Work in partnership with parents and other agencies to improve healthy eating / healthy physical and psychological lifestyle choices and raise awareness of importance of hydration • Library resources support independent learning • Add further swimming sessions for KS2 and arrange targeted sessions for those in need of additional support 	Awareness raising information on website/newsletters/assembly and through curriculum RSHE Strategically stock and present books in library/Library service project boxes Curriculum designed to raise awareness of a range of issues Eg Screen time Sleep Sugar Healthy snacks Dental Hygiene Hydration Emotional well being Mindfulness Whole cohort swimming and individual swimming lessons	Targeted swimming £50 Buddy bench £800 Swimming transport £1000	Evidence and impact: Review: March 2021 Good RSHE policy and practice Pupils access Calm cats and other mindfulness activities. Swimming will resume 2021-2022	Sustainability and suggested next steps: <ul style="list-style-type: none"> • Parent partnership • Community partnership • Broad balanced curriculum • Well stocked library/resources • Links with NORSE • Link with Broadland Swimming Pool

	made available if and when required for Year 6 non/weak swimmers			
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