



Dry Drayton C of E Primary School  
Evidencing the impact of  
PE and Sports Premium  
2019-2020  
Plan for 2020-2021

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<p><b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity</p> <ul style="list-style-type: none"> <li>• PE lessons continued throughout lockdown and challenges sent home for remote learners.</li> <li>• PE specialists improved the skills and overall fitness of the children through well planned lessons which included tasks to raise fitness levels and team building following lockdown</li> <li>• PE specialists develop or add to the PE and sport activities already offered at school by providing additional and inclusive games and exercises at lunchtime</li> <li>• Development of Forest School area</li> <li>• Gardening – growing fruit, vegetables and herbs</li> </ul> <p><b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <ul style="list-style-type: none"> <li>• Golden Mile club with certificates awarded for achieving the challenges</li> <li>• Other sporting achievements celebrated – celebration assembly, Twitter and newsletters</li> </ul> <p><b>Key indicator 3:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>PE specialists provided the following:</p> <ul style="list-style-type: none"> <li>• models of outstanding PE lessons and opportunities for staff to observe and collaborate with the PE specialist to build capacity and capability within the staff team</li> <li>• improved the quality and breadth of PE teaching</li> </ul> <p><b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils</p> <ul style="list-style-type: none"> <li>• PE specialists provided expert coaching for hockey, netball, tennis and athletics and their contract included opportunities to try new sports like fencing and archery thus adding to the PE and sport activities already offered at school</li> <li>• Purchase of footballs and netballs to allow greater participation</li> </ul>	<p><b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity</p> <ul style="list-style-type: none"> <li>• One long afternoon of PE per week does not provide enough opportunities for exercise and is too long especially for the younger children. Move to two afternoons of PE a week for one hour each.</li> <li>• Promote the Golden Mile and encourage children to join in the Friday running club</li> <li>• Hold a fun run</li> </ul> <p><b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <ul style="list-style-type: none"> <li>• Higher profile of PE board in the hall with photos and certificates</li> <li>• Introduce Yoga sessions once a week</li> </ul> <p><b>Key indicator 3:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <ul style="list-style-type: none"> <li>• Carry out an audit of staff skills and interests relating to PESSPA</li> </ul> <p><b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils</p> <ul style="list-style-type: none"> <li>• To provide balanceability and mountain bike lessons and to support the training of a new coach.</li> </ul>

<ul style="list-style-type: none"> <li>• Forest School training, buying of resources, timetabling for weekly lessons</li> <li>• Swimming lessons for years R to 6 – contributions towards the instructor to work alongside school staff and to provide CPD opportunities</li> </ul> <p><b>Key indicator 5: Increased participation in competitive sport</b></p> <ul style="list-style-type: none"> <li>• PE specialist arranged the preparation of only one tournament due to lockdown</li> <li>• Covered the cost of transport to the tournaments (Taxi)</li> <li>• Held ‘Sports Days’ one class at a time with activities and races</li> <li>• Purchased a set of team shin guards in preparation for hockey tournament</li> </ul>	<p><b>Key indicator 5: Increased participation in competitive sport</b></p> <ul style="list-style-type: none"> <li>• Continue to compete in the SCSSP competitions</li> </ul>
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<b>Academic Year: September 2020 to March 2021</b>	<b>Total fund carried over: £4436</b>	<b>Date Updated: 26.4.21</b>
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What Key indicator(s) are you going to focus on? Key Indicator 1,2 and 4	<b>Total Carry Over Funding:</b> £4436
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<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>	
<p>To extend our Forest School provision with an outdoor shelter which includes storage so that the equipment is kept safe and is easy to access. It provides shelter and shade.</p> <p>There is a sedum roof providing a sustainable living discussion point.</p> <p>It is accessible during playtimes adding interest to the outdoor area.</p> <p>It can be used as a space for outdoor learning.</p>	<p>This shelter ensures Forest School sessions and outdoor learning can continue in spite of any weather.</p>	<p>All carry over funding has been invested in this shelter with the shortfall being made up by donations from the School and Village Association</p>	<p>We want to encourage increased physical activity having noted a demise in most children's fitness following Lockdown 1. Outdoor learning and Forest School help to build teamwork and cooperation with others, skills which had also suffered whilst children were learning at home.</p>

<p><b>Meeting national curriculum requirements for swimming and water safety.</b></p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?  <b>N.B.</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 2021.</p>	<p>100%</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>100%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?  The year 6 cohort were confident and strong swimmers. When in year 5 they were taught basic survival skills with treading water, safe entry to water and deep diving to rescue an object.</p>	<p>100%</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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	<p>Yes  Contributions towards the cost of the instructor so that we can offer a 6/7 week session with smaller groups for more bespoke coaching.  Children in all other years have a block of 6 weeks of swimming.</p>

<b>Academic Year:</b> 2020/21	<b>Total fund allocated:</b> £16,460	<b>Date Updated:</b> 26.4.21	
<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 = £4760			Percentage of total allocation: 29%
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>	<b>Sustainability and suggested next steps:</b>
<ol style="list-style-type: none"> <li>Children to take part in a wider range of sports, participating regularly throughout the school day (mostly at break times) and beyond</li> <li>Continue to provide Forest School weekly sessions for each year group and buy necessary resources</li> <li>Allocate two afternoons per year groups in the summer term for extended Forest School sessions</li> <li>Children experience learning outdoors and become familiar with native flora and fauna. This could encourage and inspire them to take walks with their families.</li> <li>To train the sports coach to teach balanceability and mountain biking</li> <li>Purchase new equipment to promote more sports at break times</li> </ol>	<p>Enhanced provision in terms of presence of a sports coach and access to equipment at break/lunch times. To offer inclusive games and activities.</p> <p>Timetable Forest School session and link with Science/Topic as appropriate</p> <p>Have display in hall to show Forest School achievements</p>	<p>£100/week X 39 = £3900</p> <p>£350</p> <p>£30 x 12 = £360</p> <p>£100</p> <p>£50</p> <p>Children have tried new sports and activities.</p>	



Key indicator 4: Broader experience of a range of sports and activities offered to all pupils			Percentage of total allocation:
			n/a%
Intent	Implementation	Impact	
1. Keep Active Clubs at lunch time and one afternoon a week in St Julian's class 2. Use Premier Sports taster days for trying out new sports	Included in KI 1		

Key indicator 5: Increased participation in competitive sport = £2900			Percentage of total allocation:
			18%
Intent	Implementation	Impact	
1. Bronze Subscription to SCSSP - Access to numerous inter-school tournaments and activities throughout the year, network meetings and support from Sports Partnership. 2. To prepare the children for various tournaments and events which will increase and enhance confidence and engagement for all pupils since we are a small school we normally need all of a year group to attend a tournament. This increased participation in PE and sport will help children to develop a healthy lifestyle and to reach performance levels they are capable of. 3. To Experience competitive sport. 4. Taxi/minibus transport to the events	Plan PE provision for the year around the tournaments so that children we be prepared for each competition.	1. £900  2. -  3. - 4. £1800	

5. Whole school Sports Day to include various challenges in house teams and also individual running races.		5/6. £200		
6. Replace Sports cup				

Signed off by	
Head Teacher:	Sonia Hegan
Date:	27.4.21
Subject Leader:	n/a
Date:	n/a
Governor:	Resources committee
Date:	4.5.21

Created by:  **association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

Supported by:   **SPORT ENGLAND**  **UK COACHING**  **UK active** Mansfield Metropolitan Borough Council