

Greenway Primary
& Nursery School



2021

Primary PE and School Sports Premium Action Plan



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit gov.uk for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2020/2021, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2022. To see an example of how to complete the table please click [HERE](#).



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£4703.82
Total Amount received for 2021/22	£17,740
Total amount allocated for 2021/22	£22,443.82
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£22,443.82

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 on dry 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 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 2021. Please see note above	96%
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	96%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	96%
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

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: £22,443.82		Date Updated: 27/7/22	
Key indicator 1: 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: 31%
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: £6909.81	Evidence of impact: what do pupils now know and what can they now do? What has changed?: Sustainability and suggested next steps:
<p>To support children staying active through active playtimes and lunchtimes by providing more opportunities for children to use sporting equipment and learn new playground games.</p> <p>To utilise the year 6 sports ambassadors and their sports organising crew to run and lead active playtimes through leading activities and running playtime challenges.</p> <p>To promote staying active by having playtime and lunchtime personal challenges.</p> <p>To support class teachers with being able to deliver physical activity on wetter days when the daily mile track is not available.</p>		<ul style="list-style-type: none"> - Purchase of playtime equipment that children can be taught to use by class teachers and the year 6 sports ambassadors. - Purchase of Kurby sets to teach the children a new playground game. - Purchase of prizes to support children taking part in active challenges. - 5-a-day subscription for activity resource - Continuation of yoga in addition to PE sessions to support 		<ul style="list-style-type: none"> - £149.96 for playtime resources - £97.95 for netball rings on playground - £189 for Kurby sets - £425 for active challenge prizes and resources - £328 for 5-a-day 	<p>The purchase of further play equipment has ensured our children have had more opportunity to be active during play and lunch. Through pupil voice our children have commented that they feel they have more options to be active and play and lunch and are now more likely to choose to be active at play and lunch. In year 1 and 2, we have trialled and active playground once a week with our sports ambassadors, leading and delivering playtime games. This started with just under half of the KS1 cohort joining in. Now 90% attend each</p> <p>We should continue to invest in our active playtimes. This year our PE lead was asked to deliver at the Hertfordshire PE conference to share good practice around keep children active in school. We should continue to build on this by trying to support our staff and ambassadors to deliver and teach playtime games. Children have clearly take a particular interest to utilise playtime equipment and particularly the Kurby sets as these taught children a new game. We should continue to fund playtime challenges as these are</p>

	<p>children with physical activity and mindfulness.</p> <ul style="list-style-type: none"> - Increase capacity of lunch clubs to ensure they can cater for more children. An additional adult will be required so we will fund our sports apprentice to cover these additional lunch club hours. 	<p>subscription week.</p> <ul style="list-style-type: none"> - £2400 for yoga sessions - £3319.90 for our sports apprentices' additional hours to support at lunch clubs and increase numbers. 	<p>The active challenges have supported classes to have active breaks throughout the day (particularly when it is raining and the daily mile track is difficult to use). Class teachers have said these active resources have ensured their classes have access to activity breaks throughout the day and are sometimes easier to access than the mile itself. The yoga sessions have continued to develop our children's core strength and mindfulness. This year we wanted to provide the yoga as an option to get active. The yoga has also supported staff CPD throughout the year as staff have gained confidence and knowledge throughout the year. One staff member has now started a targeted mindfulness club and uses yoga skills to support the delivery for these targeted children. The children themselves have increased core strength and understanding of yoga. Staff feel this has translated to similar PE activities such a gymnastics and dance. The addition of our sports apprentice has ensured we have been able to maximise</p>	<p>popular with the children although the children do feel more encouraged to take part when there are prizes or reward. We could look into a more formal prize and reward system during our celebration assemblies to encourage more to take part in these active challenges each day. Next, we need to source an active resource that will be more successful with KS2 children. The current subscription can be quite basic and not enough of a challenge for KS2. From pupil voice, we have discovered that KS2 children would prefer to do something active with more of a challenge or something more physical like the daily mile. We made the decision to stop yoga for the summer term as staff felt they had enough confidence and knowledge to support the children. The children also felt they were now not progressing much further because they felt they had improved their skills and knowledge. We should also continue to maximise our lunch club offer and consider how we</p>
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			capacity at our lunch clubs. This meant we could offer larger lunch clubs for more children to be active during lunch times. This therefore meant we were able to offer a larger range of activities during lunch clubs.	can use lunch clubs to feed into the school games.
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				6%

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: £1409.69	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>To provide children with a variety of ways to learn in PE, School Sport and physical activity with clear links to improving reading, language understanding and writing.</p> <p>To utilise clear cross curricular links to support other curriculum areas through PESSPA.</p> <p>To provide our children that are competing in sport competitions with kits to ensure they feel a part of a team and proud to take part in competitive sports.</p>	<ul style="list-style-type: none"> - Purchase of a portable hard drive to store PE resources for the sports ambassadors to use during their active playgrounds and leading playtime games. - Purchase of resources to support children learning through different sporting roles in PE and school sport such as; media writer, photographer, team manager and team analyst. - Increased use of visual aids and having 	<ul style="list-style-type: none"> - £54.36 for hard drive - £43.66 for PE lanyards with PE job roles - £297.66 Flipchart easels for sports challenges and PE visual aids - £1014.01 on various sports kits 	<p>Sports ambassadors have felt their confidence with leading activities grow throughout the year due to having the portable access to sports activities, challenges and games. This is shown through their successful active playground (once a week) which now consists of 90% of KS1 taking part regularly. The flipchart easels have supported the ambassadors to lead playtime challenges throughout the year. As this is the first year back to running these challenges since the COVID-19 pandemic, we have minimal data to compare.</p>	<p>Next, we need to further promote the activity challenges and further link these to other key curriculum areas. The current system has meant children have been exposed to reading about challenges at playtime and then taking part in them to contribute to their active 30:30. Therefore, we should continue to make links to other subject areas to further support whole school improvement. This is a job fully embedded within our ambassador programme and will continue after the next set of</p>

	<p>keywords/ key learning points visible throughout every PE lesson across the school.</p> <ul style="list-style-type: none"> - Purchase of various team kits to make children feel proud to represent school and feel a sense of achievement to wear the kits. 	<p>for the children to wear at sports fixtures</p>	<p>However, as the year has gone on and awareness has grown (due to visual flipchart easels being used as activity challenge stations), more children have taken part in the challenges.</p> <p>Through pupil voice, for PE lessons, children have said they have enjoyed utilising the PE job roles system throughout the lessons to engage with lessons in a different way. This has worked best in short bursts for different children throughout the lessons. Children feel this has helped to understand key concepts and keywords better throughout the lesson.</p> <p>The children have said they feel a sense of pride playing for school and competing in the new kits. 100% of children (who have utilised the kits) said they would prefer to play in a team kit and feel part of a team during competitive sport as opposed to just wearing PE kit.</p>	<p>ambassadors have been trained. Then links should be made to our current reward system to raise the profile of PA within celebration assemblies.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
	8%

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: £1847.39	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To ensure all staff have their training needs met so that they can effectively provide a PESSPA provision that benefits all Greenway pupils. Due to the COVID-19 pandemic, training has been limited and restricted in terms of hands-on experience. We need to support staff effectively to feel confident to deliver high quality PE to their classes and to deliver the appropriate amount of physical activity our children need each day.	<ul style="list-style-type: none"> - Continue memberships to AfPE, Complete PE, School sport subscription, Youth sports trust and cross curricular orienteering. These outlets provide a wealth of knowledge and further training opportunities for staff. - Attend the Herts PE conference to remain updated on current changes and update to do with PESSPA. - To purchases resources to support teachers with their delivery of PESSPA and to ensure teachers feel they have the 	<ul style="list-style-type: none"> - £95 AfPE membership - £105 complete PE membership - £63.99 match play cards - £61.98 active education resource - £60 British gymnastics resource - £129 table tennis skills set - £29 school sport subscription - £52.98 PE safe practice book 	<p>The AfPE membership has ensured our staff been regularly updated with new information about PESSPA as well as support when required. The complete PE membership has ensured we continue with our current PE curriculum with options for adaptability and clear differentiation based on cohort changes this year. Staff, as a result, have felt confident with the structure, delivery and planning support for their PE lessons. Children have continued to gain knowledge and understanding at an appropriate rate as we continue on the schemes of work. The match play cards have been utilised by staff and pupils throughout PE lessons. One set aims to provide clear adaptability possibilities throughout match play in invasion games. These have set children appropriate</p>	<p>In terms of sustainability, we should further continue the memberships utilising sports premium. These have proved to be invaluable resource banks for staff throughout the year that has ensured staff have felt they have the support they need to deliver high quality PE. Next, we will need to assess our staff training needs for next year based on next year's PESSPA offer and determine what we can do to support staff to further improve our PESSPA offer for all of our children. We should also consider giving staff training around the new school games pyramid system to ensure staff understand how this will tie into our PESSPA offer for the upcoming year. This will have enabled staff to maximise participation</p>

	<p>confidence and knowledge to deliver high quality PE.</p>	<ul style="list-style-type: none"> - £525 Youth sports trust membership - £400 cross-curricular orienteering membership - £300 Herts PE conference training - £25.44 a year of primary PE book 	<p>challenges within match play scenarios to ensure they feel challenged. Children in year commented that they felt the challenge cards worked at helping them utilise key concepts and tactics during match play and therefore resulted in them having better understandings of how to use these going forwards. The other set aims to give children key plenaries at the end and throughout lessons. The teachers have felt that these cards have contributed to the children thinking more carefully about what they have done each lesson, why they have done it and what they hope they will be able to achieve as a result. The active education resources have provided a set of challenge activities for our teachers to lead or our sports ambassadors. The teachers have liked these challenges because they have enabled the children to undertake short bursts of physical activity throughout the day to support with children's active 30:30. The British gymnastics resource has given us access to an online resource bank. This includes videos of key components for gymnastics</p>	<p>opportunities for their classes next year.</p>
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across KS1 and KS2. The resource can be utilised to show children clear examples, for activities within lessons or to lead extra-curricular activities. The children have said they liked looking at the videos as it helped to explain key concepts in gymnastics and give a clear idea to aim for.

The table tennis skills resource has been utilised at our table tennis clubs throughout the year. This enabled us to provide at least 16 children with access to table tennis level 2 competitions and ensured these children felt confident. One of our boys' teams came 2nd in county and managed to attend zonal competitions for the first time ever. Our girls' team went on to be crowned national champions after utilising the training.

The school sport subscription gives staff further access to more resources and other ideas from PE professionals. We decided to invest in a further Safe Practice book to ensure staff felt they had the confidence and knowledge to ensure all activities were of high quality and safe.

Our youth sports trust membership gives our staff access to resources and

support to ensure they feel they have the confidence and knowledge to deliver high quality PE. This will also enable us to access PE leader support and quality marks to further improve our PESSPA provision and develop a clear action plan. The cross-curricular orienteering membership has been supportive with embedding cross-curricular links into PE and to be utilised as active lessons. We used the resource to support our year 6's in preparation for SATs. The used SPaG courses, Geometry courses and Maths Courses in the build up to SATs. Our year 6 class said they feel this made them feel confident leading up to SATs but was also a good break from the classroom to stay active, keep their brains active and all whilst getting further practice for their SATs. This impact is shown clearly through our year 6 SATs data. The Herts PE conference training was useful for our PE lead to remain update regarding PESSPA. This enabled our PE lead to better support staff with any updates or changes to PESSPA. The primary book has some great uses of lessons set up and games which enables

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			children to progress appropriately, transition in lessons quickly and stay active within lessons for longer. This has enabled our staff to gain knowledge on how to provide this for our children and then adapt practice to ensure we are maximising the opportunity for appropriate challenge and physical activity levels within PE.	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils			Percentage of total allocation:
			46%

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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
To provide opportunities for children to experience new sports that may require specialist equipment that they may otherwise not take part in. To further develop a broad and balanced curriculum that can be adapted to new cohorts and needs as children progress through the key stages.	<ul style="list-style-type: none"> - Purchase of equipment to provide new sports within our PESSPA curriculum. - To work with specialist coaches to deliver experience days for new and innovative sports/activities. - To provide additional opportunities for children to take part 	<p>Funding allocated: £10213.63</p> <ul style="list-style-type: none"> - £266.96 for ultimate Frisbee discs - £819 quidditch equipment - £332.50 for pool table with darts - £285 round net sets - £570 <p>Ultimate Frisbee investment has enabled us to provide a large Frisbee club this year. Frisbee is a school games sport so we wanted to provide as many children with Frisbee experiences prior to attending any school games events. We were able to take 16 KS2 children to attend an Aspire and Develop Frisbee competition this year. 5 of these children went on to represent Dacorum at the Herts school games finals and</p> <p>Sustainability and suggested next steps:</p> <p>Now that we have acquired the equipment, coaching and CPD we can look to further developing our PESSPA offer. Pupil voice shows that our children value new experiences and rich experiences for sports that are difficult to access due to equipment and facilities. Next, we need to look at what we can offer for KS1 and EYFS in terms of their range of experiences that</p>

	<p>in a broader range of activities at playtimes and lunchtimes to increase the amount of children using these times to be active and for longer periods of time.</p> <ul style="list-style-type: none"> - To support staff to be able to feel confident delivering a broader range of experiences for all pupils. 	<p>additional netball posts</p> <ul style="list-style-type: none"> - £1300 for inflatable activity course day - £233.32 kicktrix reaction mats - £32 game on sports coaching - £2620 table tennis coaching sessions and PE curriculum delivery/CPD - £740 Berkhamsted Hockey PE delivery/CPD - £577 BMX workshop day and assembly - £585 Scooter workshop day and assembly - £261.65 EYFS sports equipment for physical interventions 	<p>were crowned county champions. Our Frisbee club was offered to all of KS2 children and had the capacity for all. The club increased in number each week. The Quidditch equipment has enabled us to provide and additional extra-curricular activity and invasion game for PE. Due to the game being new to all of our children, we are able to determine how transferrable other key skills from invasion games have been. The pool and darts sets has enabled us to engage children who haven't felt particularly confident or enthusiastic about PESSPA. It has been a huge hit at afterschool clubs and holidays camps. Pupil voice shows that our children have enjoyed taking part in these different activities. We can now begin to utilise this confidence to bridge the gap to other PESSPA activities. The round net sets are a new addition to our net/court/wall games curriculum. We have trialled the round nets with year 6, who have enjoyed a new sport. Next, we would look to include them on our LKS2 curriculum in PE to see how slightly younger children adapt.</p>	<p>are age and stage appropriate but that also offer clear progression to the next key stage.</p>
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		<p>and activity sessions</p> <ul style="list-style-type: none"> - £1591.20 for residential team building and OAA activity days for year 6 	<p>Children felt many of their invasion, athletics and current net/court/wall games skills and tactics were needed to play this game and felt it was a good challenge to adapt to the new sport.</p> <p>The addition netball posts have ensured we can increase the size of our KS2 netball club and increase the competitive experiences that we provide. All of our UKS2 netball club have been able to take part in a competitive netball match in summer term and 100% of the children enjoyed the experience. Some noted, they felt the additional practice had contributed to them feeling more confident during the competitions. We were also able to extend the club in the summer term to invite year 4 children.</p> <p>The inflatable assault course day is for the whole school to have a day of activity on a large obstacle course. This is very popular with the pupils who say they look forward to it every year.</p> <p>The kicktrix reaction mats have been utilised for movement breaks/motivator time with targeted children as well as a physical activity opportunity. Some of our children have</p>	
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created their own games and challenges to use on them which we will utilise next year as PESSPA challenges top increase physical activity during the school day at playtime and lunchtime. Our investment in sports coaches from table tennis and hockey have enabled our children to have high quality experiences. These coaches have worked with children across KS2 throughout the year. Our staff have gained valuable knowledge and experiences from working with them. The children noted that they feel more motivated in sessions with a specialist coach because they feel they are getting high level information, skills and tactics. Our table tennis coach has worked closely within the PE curriculum and completed targeted support with some children. In some cases, children have gone from not engaging to being able to consistently rally and apply match tactics in under 12 weeks of once-a-week intervention. Our BMX and Scooter workshops days and assemblies focused on growth mind set and enabled our

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children to try new sports that they may not have considered before. In BMX, staff noted children's mind-sets changing within the session. Children were observing skills and claiming they could not do them. Within minutes they were attempting the skills and then mastering them. Many of our year 5 and 6 children, who have experienced competitive sports this year, noted that they now felt they would be able to change their mind set during competition to be more positive in potentially negative situations.

The EYFS equipment has been utilised for intervention during their CIP activities as well as our year 6 sports leaders working with them to teach them how to use the equipment and give them ideas for games. Staff have noted the EYFS children playing with the equipment and playing/adapting the games during CIP.

The residential activity days for year 6 gave the children valuable experiences in activities that require specialist facilities and equipment. These activities supported our year 6 children with their secondary transition by challenging them

			appropriately. The children felt the activities were enjoyable and some claimed they were “lifetime experiences”.	
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Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:	
			9%	
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: £2063.30	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> To provide as many opportunities as possible in sporting competitions to improve on sports participation figures. 	<ul style="list-style-type: none"> Continue DSSN membership for access to staff CPD, resources and the opportunity for a wealth of sports competitions. Payments to enter various competitions Payments for travel to various competitions 	<ul style="list-style-type: none"> £1044 for DSSN £30 for table tennis entry £30 for table tennis entry £187.80 travel to competition £26 for table tennis competition entry £12.50 for football tournament entry £38 table tennis competition entry 	<ul style="list-style-type: none"> The DSSN Membership has enabled the PE and staff to remain updated and be supported in the delivery of high quality PESSPA as well as enter a wealth of sporting competitions. Greenway has been recognised by the school games for the commitment to competitive sports 100% of children in years 1-6 have been able to access a competitive sporting competition this academic year. Through pupil voice, we have discovered that our children have all enjoyed the events they have attended this academic year. Pupils also commented that they feel their confidence has increased due to the further exposure to competitive sports. Another key comment was that 	<ul style="list-style-type: none"> We should continue our DSSN membership as this gives us access to a wealth of resources, CPD, support and competitions. Continue to attend as many competitive sports as possible whilst carefully selecting children to attend based on the new competition pyramid. This will ensure the best possible experience for our children and increase their chances of a successful experience.

		<ul style="list-style-type: none"> - £20 competition entry - £195 coach to netball tournament - £240 coach to cricket tournament - £240 coach to cricket tournament - 	<p>children enjoy competitive sports more when they can take part with their friends.</p> <ul style="list-style-type: none"> - The payments for competitions allowed us to provide further opportunities for children to undertake competitive sports. - The use of transport via coach and trains has enabled us to take more children to sporting events, which means we have been able to provide more children with more competitive sporting opportunities. 	
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Signed off by	
Head Teacher:	Katharine Ellwood
Date:	29/7/22
Subject Leader:	Kai Lewis
Date:	29/7/22
Governor:	Louise Collins
Date:	29/7/22