



P.E and Sport Premium Report 2020-2021

All young people should have the opportunity to live healthy and active lives. A positive experience of sport and physical activity at a young age can build a lifetime habit of participation and is central to meeting the government’s ambitions for a world-class education system.

Physical activity has numerous benefits for children and young people’s physical health, as well as their mental wellbeing (increasing self-esteem and emotional wellbeing and lowering anxiety and depression), and children who are physically active are happier, more resilient and more trusting of their peers. Ensuring that pupils have access to sufficient daily activity can also have wider benefits for pupils and schools, improving behaviour as well as enhancing academic achievement.

The PE and Sports Premium is additional funding given to schools by the Government so that schools can make additional and sustainable improvements to the quality of PE and sport that they offer.

The PE and Sports Premium funding is allocated to schools for learners, in Year 1 through to Year 6. In cases where schools do not follow year groups (for example, in some special schools), pupils aged 5 to 10 attract the funding. The government determine how many pupils in our school attract the funding using data from the January 2021 school census.

P.E and Sport Premium Spending: summary

SUMMARY INFORMATION	
Total number of pupils:	222
Total P.E and Sport Premium budget:	£17,200

SCHOOLS HAS USED THE PE AND SPORT PREMIUM TO SECURE IMPROVEMENTS IN THE FOLLOWING 5 KEY INDICATORS:
Engagement of all pupils in regular physical activity
Profile of PE and sport is raised across the school as a tool for whole-school improvement
Increased confidence, knowledge and skills of all staff in teaching PE and sport
Broader experience of a range of sports and activities offered to all learners
Increased participation in competitive sport

Expenditure for Academic Year 2020-2021

TARGETED SUPPORT		
Intervention	Implementation	Impact
New curriculum created	<ul style="list-style-type: none"> - New curriculum implemented with four Worlds including the Physical World - The 'Physical World' will develop skills and understanding related to a personalised healthy lifestyle; defining what physical wellbeing is for each young person and enabling them to have the fullest control and contribution to achieving this. It is important to ensure physical needs are not a barrier for young people accessing a full range of learning experiences. We should be supporting learners to find enjoyable ways of meeting and developing their own physical health. - Teacher appointed to lead on Physical World - Team created to support Curriculum Lead in Physical World 	<ul style="list-style-type: none"> - The new curriculum has created more focused areas and a more holistic view of what is planned. Leaders have been on collaborating different projects. - The Physical World Team have worked together to plan and organise an Olympic themed sport day - Training opportunities and coaches have been brought into support the implementation of the Physical World
School Sports Partnership	<ul style="list-style-type: none"> - Training for staff - The team connecting with the SSP to find out what they can offer to the learners in terms of coaching and sporting opportunities 	<ul style="list-style-type: none"> - A member of the team has taken part in virtual training about KS1 inclusion for PE and how to plan for different gross motor skills - A group of learners took part in a dance competition - Team have linked in with coaches that will able to offer a range of sporting opportunities for learners

Brownes Bootcamp	<ul style="list-style-type: none"> - Live virtual sessions for learners to be available weekly to timetabled classes - Videos to be recorded to use by classes 	<ul style="list-style-type: none"> - Learners have benefitted from online sessions. The range of activities have enabled learners to develop their stamina, coordination, balance, strength and endurance. The sessions have built confidence and developed skills. Teachers have noted the progress some learners have made where levels of engagement and participation have improved. - One teacher commented that, “X has been excited to attend the Bootcamp sessions. X has been able to move for longer instead of sitting down after 5 minutes.”
Dance	<ul style="list-style-type: none"> - Virtual dance available to timetabled classes 	<ul style="list-style-type: none"> - Dance sessions for learners have improved physical health through exercise and enhanced emotional development, creativity and cognitive development. Self-esteem and self-confidence have grown in some learners. - One learner commented, ‘I really enjoy dance. It makes me happy.’
Relaxation classes	<ul style="list-style-type: none"> - Virtual relaxation classes available to timetabled classes 	<ul style="list-style-type: none"> - Learners have benefitted from the sessions through learning breathing exercises, taking time to be still and calm and to relax their bodies and minds. Feedback from both learners and adults about the session has been positive. The learners enjoy the guided meditations but also the experience of relaxing in this way and many continue to feel the benefit throughout their day. - A member of staff talked about how a learner applied what they had learnt in another context, “Y followed the breathing techniques to calm when they were upset and calmed a lot quicker.”

Olympic themed Sport Day

- Purchase resources including an assorted beanbags, pack of footballs, Boccia Ramp and balls with a bell inside
- Resources purchased to include all learners
- Physical World Lead and team to help shape the event

- The impact of having a wider range of equipment has added excitement to the sports day and can be used in on going P.E sessions
- They have enabled staff to teach learners the same skills using a wider range of resources which has helped maintain interest and motivation
- Boccia ramp enabled those learners in wheelchairs to access an activity and be part of the experience
- The balls with bells gave those with visual impairment to locate the flight of the ball while playing a specific sport
- Physical World Lead supported the design of the day, helped with the structure, gave motivation and sense of community in achieving together
- Positive feedback from teachers and staff about the Sports Day about use of resources and inclusion of all learners
- A teacher feedback said, "Z was able to join in Boccia and enjoyed using the ball with the bell in it. Z reacted with smiles and reached out to touch the ball"



Maintenance & repairs to sports equipment	<ul style="list-style-type: none"> - New pads for trampoline - Maintenance of outside play equipment 	<ul style="list-style-type: none"> - Learners were able to access equipment all year round - Equipment has continued to be safe for learners to use
South East Essex Gym sessions	<ul style="list-style-type: none"> - A class accessed the South East Essex Gym for a series of sessions 	<ul style="list-style-type: none"> - The sessions in the gym have an impact on the learners' wellbeing, physical development and social skills. The activities and specialist equipment that the learners have access to enable them to improve their co-ordination, balance, body awareness and muscular strength. Learners can work on their communication targets, as they are required to follow instructions, make choices and socially interact with familiar and less familiar adults. A teacher commented that, "The gym sessions has helped Y with her motor planning and this has been evident when she has engaged in other activities."
Extra swim sessions	<ul style="list-style-type: none"> - Learners identified who could benefit from extra swim sessions 	<ul style="list-style-type: none"> - The impact of this spend is particularly significant in supporting our learners to develop their gross motor skills. A teacher described how this initiative had made an impact by saying, "Now that X is having extra swimming lessons, he has built trust in his relationships with the adults who he works with. His muscle strength and tone has also improved meaning that he can swim for longer".