

Primary PE & Sport funding

At *Little Leigh Primary School*, we are utilising the Primary PE & Sport Premium funding to improve the quality and breadth of our PE & Sport provision through continually developing teaching and learning in PE, encouraging our pupils to adopt healthy active lifestyles and to take part in a wide range of sports and physical activities including more competitive school sport.

Our school will develop or add to the PE, physical activity and sport activities that we already offer and build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.

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| Total underspend carried forward from 2019/2020 | £4,896 |
| + New grant for this academic year 2020/2021 | £17,440 |
| = Total available for spend in 2020/21 | £22,336 |

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

| Key achievements to date until July 2022: | Areas for further improvement and baseline evidence of need: |
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| <ul style="list-style-type: none"> • We have continued to up-level staff in their knowledge and delivery of the PE curriculum. Staff feel competent in their delivery of the learning journey focuses and fundamental movement focuses. • We have increased the rigour of our deep dives into the subject area that ensures improvements are made now that continue to benefit pupils joining the school in future years. • Extra-curricular clubs and competitions have been running throughout the 2021/22 academic year. • The school celebrated and promoted B22. The Commonwealth Games provided a celebrations of British Values and Sporting achievements in order to inspire the children. • Year 5 and 6 catch up swimming has been implemented post Covid19 years. Children in UKS2 missed out on two years of swimming. | <ul style="list-style-type: none"> • Ensure extra-curricular clubs continue to provide a range of sporting opportunities. • Develop the co-delivery programme in the school through sharing good practice. • Develop outdoor educational programme to enhance children's experience. • Liaise with EYFS and ensure PE curriculum development is rolled out in early years. |

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| <ul style="list-style-type: none"> The school have invested in storage spaces for equipment and outside space provision has been improved in order to further children's experience and physical development. | |
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| Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school | | | | Percentage of total allocation: |
|---|--|--|---|--|
| | | | | % |
| Intent | Implementation | | Impact | Sustainability |
| 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?: | Sustainability and suggested next steps: |
| To continue as an active member of the Vale Royal School Sports Partnership (VRSSP). | Completion of application for 2021/22. | | SEE SPORT PREMIUM EXPENDITURE 1.1 | Continue the strong partnership with VRSSP. |
| To continue professional development of subject leader in order to drive | We have received training regarding the recommended 60 active minutes from Youth Sport Trust & Vale Royal School | | PE leader and staff members have received training and virtual competitions have been completed, replacing the intra and inter competitions missed due to Covid. Support and guidance with virtual lessons and virtual delivery has been received. Training was shared in a PDM with all staff and their response in identifying opportunities to | To utalise the subject leader in a more prominent PE role across |

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| <p>forward sport and physical activity across the school.</p> <p>To continue with a leadership programme for upper KS2.</p> <p>To ensure children participate in a minimum of 60 minutes per day (30 minutes in school)</p> | <p>Sport Partnership. The training has included sharing best practice in the active schools agenda through local case studies. We have used the Active School Planner to create Heatmaps covering all classes and a range of target groups (including the least active, gender groups, disadvantaged etc).</p> <p>Phys Kids cannot be continued this year because of the crossing of bubbles. Therefore an agreement with P.Finney that the children will participate in a leadership course led by him. The Year 6 children are Playground leaders.</p> <p>Our school has engaged in Vale Royal School Sport Partnership Subject Leaders Active Schools Development Group in order to develop actions for the areas identified by our Active School Planner Heat Maps.</p> <p>We are using 5-a-day fitness to provide children with a fun way to be active, to provide active breaks across the timetable or to bring focus to groups during lesson times</p> <p>Our school runs a recreational running programme called Golden Mile/Trek2Tokyo/Active Mile/Daily Mile/Smile for a Mile where pupils run or walk laps of our designated track</p> <p>We have engaged with the British Cycling balance biking programme Ready Set Set, pupils' skills and confidence and support them and their families take up more active travel to and from school.</p> | | <p>incorporate more physical activity into the school day was received positively. Themes from heatmaps suggest a more 'active learning' is needed and we will need to utilise the daily mile track.</p> <p>Schools here can capture impact by tracking the increase in time spent being physically active by the pupils when using 5 a day (as a whole or in targeted groups) % of pupil participation in extracurricular activity has reduced because no clubs ran during the pandemic.</p> <p>There was an increase in participation in physical activity at children's homes during the pandemic.</p> <p>Pupils enjoy Daily Mile breaks during the school day as it enables them to continually strive for personal best distances whilst some systems offer the opportunity to contribute to their class and school distances. Impact could be evidenced by quoting your distances achieved,</p> | <p>the school and trust, sharing good practice and quality first teaching.</p> <p>Continue the positive relationship with P.Finney into the next academic year.</p> <p>Ensure Phys-Kids starts up again and is a positive impact on KS1 and Early Years.</p> <p>Adapt a programme of physical exploration at lunchtimes.</p> |
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| <p>To promote physical activity during school closures.</p> | <p>Children use an active register to ensure they are not inactive during registration.</p> <p>Throughout school closure our school has continued to promote physical activity with its school community, reinforcing the message that children should take part in 60 minutes of moderate/vigorous activity each day for example through our local Family Photo Trail programme where families follow simple trails which motivate participation</p> <p>We have shared personal best challenges each day and have promoted 12 Active Days of Christmas, Children Mental Health Week, and use of programmes such as 5-a-day fitness, Go Noodle, Cosmic Yoga, Joe Wicks Workouts etc</p> <p>For children in school we have maintained regular daily activity and shared this activity to inspire further engagement of those at home</p> <p>On reopening our school focused on supporting social reconnection with outdoor learning and Forest School. In the absence of school residential the young people have taken part in forest school focused on team building, problem solving, trails and orienteering.</p> | | <p>leader board position, month by month improvements by pupil, class or school etc</p> <p>EYFS completed the ready set ride course.</p> <p>School Twitter feed is evidence of the impact physical activity and well-being activities have had on the school.</p> <p>The feedback from well-being reports is immensely positive as children were encouraged to participate in weekly outdoor activities and team building exercises post Covid.</p> | <p>Ensure extra-curricular activities are started up again without Covid restrictions.</p> <p>Each class are to receive a weekly session of Forest School for a half term duration.</p> |
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| <p>Key indicator 2: The profile of PE, School Sport & Physical Activity being raised across the school as a tool for whole school improvement</p> | | | <p>Percentage of total allocation:</p> |
| | | | <p style="text-align: right;">%</p> |
| <p>Intent</p> | <p>Implementation</p> | <p>Impact</p> | <p>Sustainability</p> |

| 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: |
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| <p>To increase monitoring of subject across the school.</p> <p>To share our PE experience and good practice with a range of schools, ensuring we learn from them too.</p> | <p>We ensure our PE Subject Leader has appropriate support to develop our PE & School Sport offer and lead our teachers effectively. Our PE Subject Leader will attend regular training and receive focused support from Vale Royal School Sport Partnership & Youth Sport Trust trainers.</p> <p>Staff have attended training which focuses on increasing attainment in Maths and English through physical activity in order to maximise the opportunities for our pupils to be physically active</p> <p>Staff have attended Active Curriculum workshops which show the benefits and demonstrate the ways to incorporate greater amounts of physical activity within the school day.</p> <p>We are included in the Shooting Stars Active Play through Storytelling & After School Club training provided by the Football Association. This training course and supporting resources have been developed to support 'the beginner girl' aged 5 to 8 in developing their physical literacy, confidence and speaking & listening skills through the medium of creative play and storytelling. It is expected that through the programme, these girls will grow in confidence which will lead to them becoming more physically active in the playground and engaging in a wider range of activities.</p> <p>Throughout lockdown periods or where children are required to self-isolate, our school has supported a daily challenge programme to promote regular physical</p> | <p>SEE SPORT PREMIUM EXPENDITURE 1.1</p> | <p>See June 2021 Leadership Partnership Report.</p> <p>The first-hand evidence gathered during the visit would support the school's judgement that PE is a strength of the school. There is some extremely strong practise that could be replicated across the trust.</p> <p>Report from P.Finney dated 28 June 2022.</p> <p>Email from P.Finney (school sport partner, to the head teacher) expressing his positive relationship with the school and the leadership.</p> <p>The social media accounts and fortnightly newsletters celebrate the sporting achievements of the school.</p> | <p>Subject leadership monitoring to continue and increase the number of PDMs delivered by external experts in the field of PE and sport.</p> <p>Continue you to work closely with VRSSP and to create a hub group with the Create Trust schools.</p> |

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| <p>Birmingham 2022 Judo Workshop during NSSW. Inspiring children B22.</p> <p>New sports equipment to ensure there are no barriers to participation. Gymnastics equipment. + PE storage shed.</p> | <p>activity and has taken part in a cluster assembly led by an athlete mentor which referenced the strategies they use to keep themselves well in terms of both of physical and mental wellbeing.</p> <p>Children across KS2 Participated in Judo workshops to promote B22! We attended our local Commonwealth Games Celebration Event to participate in a variety of CWG sports, centred on eth values of Humanity, Destiny & Equality. We took part in our local Schools Baton Relay and made a pledge to support the legacy of the games.</p> <p>We need to improve the quality of PE by being able to adapt activities for different learners (using a greater range of equipment than you currently have)</p> | | <p>Children thoroughly enjoyed participating in a martial art that they don't get chance to participate on a weekly basis.</p> <p>Children are aware when PE and physical activity is taking place as soon as they see the teachers in their kit.</p> <p>Equipment use has been well received by children and ensure they have no barriers to participation.</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: % |
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| Intent | Implementation | | Impact | Sustainability |
| 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: |

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| <p>Continue to prioritise staff development in the area of PE delivery and school sport.</p> | <p>Our school has the support of a specialist PE teacher (our PE & School Sport Coordinator) who co-delivers PE lessons with staff who have identified that they would benefit from additional support.</p> <p>Our staff attend training in the FA Primary Teachers Award, Shooting Stars Active Play through Storytelling & After School Club training provided by the Football Association.</p> | <p>SEE SPORT PREMIUM EXPENDITURE 1.1</p> | <p>P.Finney has worked with 7 members of staff this year. 6x teaching sessions of co-delivery programme.</p> <p><i>I wanted to write to you to thank you for letting me work with the pupils and staff at Little Leigh and to convey how much I enjoy coming into the school. I have always found the pupils to be happy, polite, courteous, enthusiastic and hardworking and this makes my job so much more enjoyable. I would also like say a big thank to the staff who have welcomed me into their lessons, engaged in constructive professional dialogue and have shown a willingness to try new ideas. I really do value working in such a positive environment and I look forward to continuing this work next year.</i></p> <p><i>I would also like to single out Josh, he is a great primary school link. He clearly is passionate about the experience that all pupils at Little Leigh should be having in their PE lessons. I have always found him to be forward thinking, open to new ideas but also someone that will challenge what I do. He certainly has the best interest of the pupils in mind and as a result I can see that PE is moving from strength to strength. (P.Finney Feedback, 21 June 2021)</i></p> <p>JC and NT have completed FA Primary Teachers Award and Shooting Stars Active Play through Storytelling.</p> | <p>Continue the positive relationship with P.Finney into the next academic year.</p> <p>Ensure other experienced PE providers are liaised with too.</p> |
| <p>Ensure teaching staff have adequate subject knowledge and progression of skills within PE</p> | <p>The school have invested in PE Hub to ensure teaching staff have the resources and technical knowledge needed to teach sport and physical skills.</p> | | <p>As a result of deep dives and liaising with other schools in the local area, we feel the PE Hub will enable the staff to reference skills that can be taught during a sequence of PE lessons.</p> | |

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| <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> | | | | <p>Percentage of total allocation:</p> |
| <p>Intent</p> | <p>Implementation</p> | <p>Impact</p> | <p>%</p> | |
| <p>Sustainability</p> | | | | |

| 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: |
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| To ensure children have access to a broad range of sports and physical activities. | <p>We aim to provide a broader range of sports and activities to engage all children. This means that we will seek the views of our children before developing programmes such as extra-curricular clubs to ensure that they are in an activity which maximises engagement of all groups, at a time/venue which best engages those we want to engage and are rewarding to take part in. Our PE curriculum is designed to engage all learners and ensure they have the skills and confidence to take part in a wide range of activities.</p> <p>School staff are trained to create activities in PE and extra-curricular activity which meet the needs of every learner in order to support their progress.</p> <p>Our offer is inclusive, ensuring equal opportunity is presented to all groups and also includes a range of disability and adapted sports such as Boccia, Goalball and sitting volleyball.</p> <p>Throughout COVID-19 our pupils have been able to continue to engage in a wide range of inclusive physical activities through the personal challenge programme.</p> <p>We have used PE, School Sport & Physical Activity as part of our recovery curriculum for returning students or for vulnerable children/those of key worker and have used lessons to build confidence, fitness and skills.</p> <p>We have used the suite of lesson plans designed to support learning across the PE curriculum which enables young people to engage with competitive activities at a level relevant to their confidence, competence and motivation.</p> | SEE SPORT PREMIUM EXPENDITURE 1.1 | <p>KS2 classes have been involved with Tchoukball, Handball, and Spikeball.</p> <p>Classes across KS1 and KS2 participate in a series of disability sports for a 6 lesson unit.</p> <p>All classes were encouraged to participate in home orienteering whilst in lockdown.</p> <p>Due to Covid restrictions and school recommendations, we ran no extra-curricular clubs during the academic year.</p> | <p>Ensure that the extra-curriculum programme gets back up and running, including before school clubs too.</p> <p>Look at L2 coaches returning to school to assist with extra-curricular activities.</p> |

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| | <p>We have used the COVID-Impacts Physical Activity Directory and/or School Games Active Recovery Hub to ensure we use a range of activities to support young people returning to school with both physical and emotional impacts of the pandemic.</p> | | | |
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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: 0% |
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| Intent | Implementation | | Impact | Sustainability |
| 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 percentage of participants in competitive sports across KS2. | <p>We take part in a wide variety of competitive sports both within school and against other schools. By planning a range of intra-school competitions which can be accessed by all groups in school, selecting pupils and teams to take part in local inter-school competitions against other schools (both within the local cluster and across the Vale Royal School Sport Partnership), we aim to be fully involved in the School Games and other schools' competitions</p> <p>Our school takes part in an annual School Games Festival which takes place to celebrate National</p> | | <p>SEE SPORT PREMIUM EXPENDITURE 1.1</p> <p>Intra and inter school sport competitions and festivals provided alongside the SSP offer were have completed virtually: Running, Skipping, Football, Sportshall Athletics, Netball, Hockey, Rugby, Cricket, Tennis, QuadKids Athletics, Orienteering & Rounders competitions.</p> <p>Level 1 and 0 competitions were regulary posted on Twitter and Microsoft Teams for ALL children across the school.</p> | Participate in as many competitions as feasible and consider the new coding for competitions is utilised in order to increase participation levels. |

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| | <p>School Sport Week. We engage with a wide-range of festivals and events which cater for many different children.</p> <p>We annually apply for a School Games Mark award and strategically plan to develop our offer of competitive sport in line with the criteria (for example by involving a group of young people in the planning of our involvement in the School Games through our SSOC or by increasing the number of sporting events we enter)</p> <p>Our school offered support for higher ability children from Key Stage 2 by enrolling them in the Performance Academy which supports those ready to take their competing further with masterclasses focusing on the fundamentals and goal setting.</p> | | | |
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| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below*: |
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| <p>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 transfer to the pool when school swimming restarts.</p> <p>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.</p> | |
| <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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 2022.</p> <p>Please see note above.</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>Please see note above.</p> | |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | <p>Year 6 children have received assembly teaching on water safety by the Canal Trust.</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> | <p>Yes/No</p> |

*Attainment data for year 6 pupils should be provided from their most recent swimming lessons. This may be data from years 3, 4, 5 or 6, depending on the swimming programme at your school.

Total underspend to be carried forward from 2021/22: £-5

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| Signed off by | |
| Head Teacher: | Toni Clarke |
| Date: | 29/06/2022 |
| Subject Leader: | Joshua Coleclough |
| Date: | 29/06/2022 |
| Governor: | |
| Date: | |

SEE next page for Sports Premium Expenditure 1.1 break down.



Sports Premium Expenditure 1.1 -

| Trans. Date | Narrative | Transaction Analysis | | |
|---------------------------------------|--|---|-------|----------------------|
| Costs already invoiced and on system- | | | | |
| 01/09/2021 | PI / SCHSPO01 / 2122015 Sports management and delivery Autumn 2021 | Sports management and delivery Autumn 2021 | 210 | |
| 24/09/2021 | PI / HARTFH01 / HHS 2021-22/048 VRSSP Autumn 2021 | VRSSP Autumn 2021 | 1053 | |
| 01/01/2022 | PI / SCHSPO01 / 2122055 Spring 2022 | Sports management and delivery Spring 2022 | 210 | |
| 01/02/2022 | PI / AMAZON01 / 2022-41392844 Football Net Clips | Football Net Clips | 6 | |
| 09/02/2022 | PI / HARTFH01 / HHS 2021-22/086 VRSSP Spring Term 2022 | VRSSP Spring Term 2022 | 856 | |
| 01/04/2022 | PI / SCHSPO01 / 2122097 Sport Mangement & delivery Summer Term | Sport Mangement & delivery Summer Term 2022 | 210 | |
| 16/05/2022 | PI / HARTFH01 / HHS 2022-23/013 VRSSP Summer 2022 | VRSSP Summer 2022 | 856 | |
| 18/05/2022 | PI / ESPORG01 / 6492550 | 12 Light Weight Gym Mats | 792 | |
| | | PE Kit for Staff | 395 | |
| | | Mini bus costs | 1000 | |
| | | | | 5590 |
| Planned Expenditure | | | | |
| | Forest School Education | Forest Schools Course A Weston | 997 | |
| | Massey & Harris (Engineering) Ltd | Artificial Grass | 10258 | |
| | | Grinder to prepare surface for artificial grass | 250 | |
| | | | | 11505 |
| Staff Costs | | | | |
| | JC running Forest Schools 46 hours | | 1625 | |
| | Admin of Sports Events 1 hour per week teacher (JC/JP) | | 1250 | |
| | After school clubs Teachers 30 hours x 2 | | 2371 | |
| | | | | 5246 |
| Total Expenditure | | | | <u>£22341</u> |

| Government Objective | Evidence |
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| <ul style="list-style-type: none"> develop or add to the PE, physical activity and sport that your school provides | <ul style="list-style-type: none"> range of equipment added to enhance range of sports outside sport workshops (e.g jiu jitsu and judo) liaise with VRSSP over competitions level 1 competitions within classes work closely with P.Finney and use WHS' sports equipment/facilities personal best challenges/cards work closely with the local sports clubs encouraging participation beyond the school day increase cross-curricular physical activity through 'active learning' (active embedment) raise awareness and develop creative and active lunch times. |
| <ul style="list-style-type: none"> build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years | <ul style="list-style-type: none"> equipment and outside space provision has been improved co-education opportunities for staff enhance their subject knowledge and confidence to teach – upskill staff for the future avoid external coaches teaching PE lessons regular PDMs delivered for the staff – upskill staff for future ensure 2 hours of PE each week celebration of sporting success – Twitter and news letter develop child and adult role models that children observe on a daily basis. |