



WHISTON WILLIS  
PRIMARY ACADEMY  
WADE DEACON TRUST

# Whiston Willis Primary Academy Sports Premium Funding 2020/2021

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date: REVIEW JULY 2019- JULY 2020	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Children have received high quality teaching within P.E. this year, supported by CPD.</li> <li>• Teachers in Year groups 1 - 6 have been given CPD in a variety of different sports and have provided excellent feedback following these sessions.</li> <li>• Children in KS2 have competed in various sporting competitions.</li> <li>• High number of sports clubs have been on offer.</li> <li>• Sports apprentice supported PE lessons and lunchtime clubs.</li> <li>• Children have been given the opportunity to take on a leadership role in sports.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a curriculum two year cycle to support needs of the school.</li> <li>• Continue to develop teacher's confidence in delivering high quality PE through CPD opportunities.</li> <li>• Ensure a curriculum is in place in EYFS that supports the development and transition of children into KS1.</li> <li>• Participate in a number of competitions throughout the school year, continuing our on going success.</li> <li>• Hold inter competitions at Whiston Willis.</li> <li>• To increase parent engagement in sport and continue to provide links to local community sports clubs.</li> </ul>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	
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?	

## 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 students today and for the future.

<b>Academic Year:</b> 2020/21	<b>Total fund allocated:</b> £17,000 <b>Total carried over (due to COVID):</b> £5,840	<b>Date Updated:</b> September 2020		
<b>Key indicator 1:</b> The engagement of <u>all</u> 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				Total allocation:
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>- To ensure all children attend school prepared for PE.</li> <li>- To ensure staff are implementing 'active brain breaks' throughout the day to support children mentally and physically.</li> <li>- To recognise an increased level of fitness.</li> <li>- To ensure children have the opportunity to engage in physical activity throughout a progressive curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>- Introduce the arrival to school in PE kits on PE days. Monitor success through teacher feedback.</li> <li>- Provide staff meeting on active brain breaks and ensure they become part of daily routine.</li> <li>- KS1 to trial the daily mile (perhaps 3 times per week to start).</li> <li>- Fitness units of curriculum to be embedded and pre and post fitness tests to monitor progress.</li> <li>- PE curriculum to be developed that includes EYFS.</li> </ul>	<p>£2,000</p> <p>£2,000</p> <p>£500</p>		
<b>Key indicator 2:</b> The profile of PE and sport being raised across the school as a tool for whole school improvement				Total allocation:

School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>- All year groups/ classes to take part in personal challenge and to be celebrated half termly.</li> <li>- Sporting personalities/ athletes to attend school or to virtually raise profile of sports.</li> <li>- Tokyo 2020 Olympics to be celebrated by whole school to ensure 2020 Olympics is celebrated by all.</li> <li>- Whole school sporting days celebrated.</li> <li>- Break time sporting opportunities to be encouraged by staff.</li> </ul>	<ul style="list-style-type: none"> <li>- Personal challenges to be set for phases/year groups/ classes.</li> <li>- Half-termly sporting awards to be presented.</li> <li>- Arrange sporting personality visit before March if allowed (if not, then arrange virtual presentation).</li> <li>- Sign up to Tokyo 2020 challenges (GetSetPE).</li> <li>- Produce calendar of sporting days to be celebrated by whole school.</li> <li>- Sporting calendar to be shared with whole school via email.</li> <li>- Equipment to be ordered/purchased to support whole school celebrations.</li> <li>- Staff to be supported with small whole class activities that can be implemented at break time with limited equipment.</li> <li>- Equipment to be ordered for break times (each pod to be given a budget to request equipment).</li> </ul>	<p>£200</p> <p>£500</p> <p>£1,000</p> <p>£1,200</p>		<p>-</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Total allocation:
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>- Staff to become more confident with the delivery and structure of a PE lesson.</li> <li>- New staff to be given further support to ensure they are confident and that knowledge is supported through the chosen scheme.</li> <li>- Staff to be encouraged to deliver an extra-curricular sports club to enhance their confidence in delivering sports.</li> <li>- Provide resources that support knowledge and allow staff to share knowledge/ vocabulary with children.</li> <li>- Staff to share their weaknesses/areas for support in PE and ensure these are targeted throughout the year.</li> <li>- A progressive OAA curriculum to be implemented into the PE curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>- Agree a contract with an outside agency to support staff CPD.</li> <li>- CPD to be provided to all staff for a minimum of 12 weeks (staff to be selected carefully).</li> <li>- Staff questionnaire to determine individual areas of weakness – arrange for CPD for staff.</li> <li>- CPD to increase knowledge and staff to progressively support sports coach.</li> <li>- Resources to be purchased to support PE lessons and staff delivery.</li> <li>- Purchase or develop an OAA PE curriculum.</li> <li>- Support staff with the introduction of OAA curriculum.</li> </ul>	<p>£6,000</p> <p>£2,400</p> <p>£500</p>		
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Total allocation:
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<ul style="list-style-type: none"> <li>- Resources to be purchased to support a wider variety of sporting opportunities.</li> <li>- Outside agencies to be invited to school (if possible) to share unique opportunities.</li> <li>- Local community clubs to be encouraged to advertise and recruit within school.</li> <li>- Children to participate in a wide variety of competitions.</li> <li>- Tokyo 2020 to support children's engagement into sports that they may not have experienced in the past.</li> </ul>	<ul style="list-style-type: none"> <li>- Purchase unique sporting equipment (inclusive sports, Quidditch, handball etc)</li> <li>- Arrange for outside agencies to support school.</li> <li>- Provide positive links with local community sports clubs.</li> <li>- Ensure sporting competitions are made available for all children.</li> <li>- KSSP partnership to support sporting opportunities/ competitions.</li> </ul>	<p>£1,000</p> <p>See KI 2</p>	<p>-</p>	
<p><b>Key indicator 5: Increased participation in competitive sport</b></p>				<p>Total allocation:</p>
<p>School focus with clarity on intended <b>impact on pupils:</b></p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> <li>- To increase number of children participating in competitive sport.</li> <li>- To increase SEN/inclusive participation in competitive sport.</li> <li>- To encourage personal challenge on a daily basis.</li> </ul>	<ul style="list-style-type: none"> <li>- To purchase partnership with KSSP.</li> <li>- Staff to attend regular KSSP network meetings.</li> <li>- Staff to attend KSSP arranged CPD.</li> <li>- SEN coordinator to be shared sports calendar from KSSP that includes SEN opportunities.</li> <li>- Possibility of SEN sports club/ competitive sports.</li> <li>- Personal challenges to be</li> </ul>	<p>£1,350</p> <p>See KI2</p>	<p>-</p>	

	celebrated and awards to be provided half termly. - Transport to and from sporting competitions.	£500		
				Total estimated spend: £19,150  Total spend: