

Physical Education, School Sport and Physical Activity at Lakeside Primary Academy 2021-22



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](https://www.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 2019/2020, 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 2021. To see an example of how to complete the table please click [HERE](#).

Created by:



Supported by:



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£18,340
How much (if any) do you intend to carry over from this total fund into 2021/22?	£2,343
Total amount allocated for 2021/22	£18,020
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£20,363

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	59%
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	53%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	70%
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: 2021/22		Total fund allocated: £20,363	Date Updated: 15/07/22	
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: 44%
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Point 1 - Due to lockdown and a rise in children being less active due to computer devices, we want all early years children and year one to practise gross motor skills and fundamental movements.	Point 1 - Scrap Shed purchased to provide a range of recycled outdoor resources that provide the children in Early years and year one with open ended opportunities to use their imaginations whilst improving their gross motor skills.	£1950	<p>Point 1 - EYFS children thoroughly enjoy use of Scrap Shed resources and spend much of their time outside lifting, carrying and moving creatively with the open ended resources.</p> <p>New resources for outdoor area purchased late on in year and yet to see impact. It is intended that children will be more engaged in their learning and PD skills will improve as a result.</p> <p><i>Joseph – “I love building with all the things, you can build anything!”</i></p> <p><i>Talia – “These things are so heavy, but I’m really strong because I can lift them”.</i></p> <p>This year 91% of EYFS achieved expected level for gross motor</p>	<p>Point 1 - We are continuing with Scrap Shed as we have signed up for three years. We are committed to improving all children’s fundamental movement skills, that in turn will help improve their fine motor skills.</p> <p>All resources are recycled and therefore limit waste.</p>

<p>Point 2 – After the limited amount of after clubs due to the restrictions with mixing during the last academic year we wanted to make sure after school clubs were well attended and children had as many opportunities as possible to be active outside of school hours.</p>	<p>Point 2 – As well as staff offering clubs we asked outside providers to come and deliver clubs to children so a range of sports were on offer. (Dance, tennis and tag-rugby clubs were set up)</p>	£630	<p>skills. 82% of cohort achieved the expected level or fine motor skills.</p> <p>Point 2 – Children have had access to more sports clubs throughout the year and numbers of children who have accessed at least one sports club this year has improved. Our data from after school club attendance shows that after each cycle more children have got involved with a club since September.</p>	<p>Point 2 – Links with local sports club to continue in to next year to keep these clubs running.</p>
<p>Point 3 – We wanted to continue with our active playtimes and inspire the children to improve their skipping skills.</p>	<p>Point 3 – We asked outside provider Chris Corcoran from 'Skipping School' to come and deliver sessions to the children that taught children how to skip and how to develop their skipping skills further.</p>	£400	<p>Point 3 – Children gained confidence with skipping skills and ignited an interest in skipping during lunchtimes and breaks. Playground leaders gained ideas with how to lead skipping games during active breaks. Feedback from coach: <i>'I am happy to say we covered all of the age and ability appropriate related skills and games necessary with each class to have stimulated and motivated the children to carry on from here. The 'celebration assembly' outside in the sunshine was a dream with all of those children selected to 'perform' doing so admirably. the kids were just great!! Lots of willingness to do what they could do, and some 'magic moments' with</i></p>	<p>Point 3 – Skipping ropes are an available resource at every break time and lunchtime for children to use and go towards the target of children being active for 60 minutes a day (outside of lesson time.)</p>

<p>Point 4 – We are committed to making sure children are active during break times. Resources needed to assist with children being active during break times.</p>	<p>Point4 – Resources bought for the playground. Resources included, active mats, basketball shot trainers, hockey sticks, swing balls, football goals, tennis rackets, tennis nets, selection of balls, trolley for equipment to ensure resources are kept together.</p>	<p>£4,127</p>	<p><i>some children having their own 'moment' when they recognised they were able to do something they thought they might not be able to do :)</i></p> <p>Point 4 – Break times are active and children have more choice of resources to get involved in an active activity. Staff voice: <i>Mrs S – “My class have enjoyed using a lot of the equipment and enjoy a variety of games”</i> <i>Mr B – “Swing ball has worked well with year 3.”</i> <i>Miss B - “Swing ball they love”</i></p>	<p>Point 4 – Resources to be monitored and replaced if damaged. Ensure staff re ensuring the correct use of equipment when used a break times.</p>
<p>Point 5 – The children in EYFS need access to more resources that encourage and practise fine motor and gross motor skills inside and outside the classroom. Also, more needs to be done to encourage healthy life choices.</p>	<p>Point 5 – Variety of outside resources purchased to include gross motor skills such as large wooden scales, half pipes with stands and sand tools. Inside, playdough tools, construction materials and fine motor resources. Healthy snack shop bought to promote healthy snack choices during snack time and role play items to model healthy living practises.</p>	<p>£1,639</p>	<p>Point 5 – By providing more resources that focus on fine and gross motor development, children will acquire the relevant skills in order to be on track within other areas of the curriculum throughout school (Such as handwriting, scissor control as well as sports.) We intend that by modelling healthy life choice within EYFS these practise can be established from a young age and continue with them throughout their lives. This year 91% of EYFS achieved expected level for gross motor skills. 82% of cohort achieved the expected level or fine motor skills.</p>	<p>Point 5 – To continue to model and encourage many opportunities for physical play within EYFS. These are fundamental skills that are essential for a successful future within all aspects of a child’s development.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				22%
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Point 1 – Active initiatives are needed to remind children and parents the importance of being active at school and at home.	Point 1 - National Fitness Day celebrated on Wednesday 22nd September. Children encouraged to take part in 'In it for a minute challenges' Staff acted as active role models with them out on playground prompting the challenges and out during lunchtime to encourage participation.	Free	Point 1 - Children took challenges home and tasks were shared on school twitter page to engage parents and share the active messages and benefits of being active.	Point 1 – Continue to embrace further initiatives to ensure the active message is spread far and wide.
Point 2 – New 'hook' to help engage children with new topic work across school with a focus on teamwork.	Point 2 – 'Puzzle Day' called 'Brain Blaster' got children moving around and being active whilst solving problems.	£605	Point 2 - All children throughout school benefitted from the 'Brain Blaster' challenge and children were shown how active activities are used in a positive way to promote movement. This also linked well with the work we had done within PE lessons around 'Head, hands and heart.'	Point 2 -To continue to encourage teachers throughout school to consider active ways to engage children in their subject.
Point 3 – Maintenance work on forest school needed to maintain safety levels and forest school fence extended to create a larger area.	Point 3 – Trees cut back to enable children to access previously overgrown areas. Fence extended to include more area and therefore space for the	£2,500	Point 3 – The forest school can be accessed more easily and more space enables more children to comfortably use the area.	Point 3 – Next year we need to continue our CPD with regards to forest school and outdoor learning that the whole school can access.

	children to use. Resources bought to use in the forest school			
Point 4 – PE coordinator and sports coach need to keep up-to-date with latest information and network with other schools within academy to share good practise.	Point 4 – PE coordinator and sports coach attend network meetings, therefore supply costs needed to cover classes whilst they attend.	£310	Point 4 – Information from meetings used to improve practises at school and further the development of the subject.	Point 4- PE coordinator shared relevant information with staff at school. Continue to attend network meetings and share good practise.
Point 5 – Children in school have needed reminders throughout year about wearing the correct PE kits	Point 5 – Staff are encouraged to set a good example and be good role models for being active in school. Schools jackets and hoodies purchased for new staff	£305	Point 5 – Children have seen adults within school wearing correct kit for PE (indoors and outdoors) This has made an improvement with regards to the PE kit that children have been wearing. Point	Point 5 – Staff to continue to be good active role models within school and use warm clothing to ensure that PE continue outside in colder weather.
Point 6 – To immerse children in sport and encourage reading for those reluctant readers within school.	Point 6 – Selection sporting books purchased for KS1 and KS2. Books relating to the Olympics also bought to assist topic work next year around the Olympic games.	£ 627	Point 6 – Books purchased towards end of the academic year. We intend that these books will ignite interest and spark debate about sport to raise the profile of PESSPA within our school.	Point 6 – To monitor the children's reaction to this new books and gain feedback from children regarding any further purchases of books in the future.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				16%
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Point 1 – From a staff questionnaire it was identified that many staff lacked confidence in teaching some sports.	Point 1 – A drive for CPD in PE was identified as a main priority within the development of PE this year. CPD sessions for orienteering, dance, football, tennis, rugby and cricket were arranged throughout the year.	£1475	Point 1 – Staff have commented positively on PE CPD offer throughout the year. <i>'I thought the CPD was brilliant for getting you started with a unit. I really like the pe hub too.'</i> <i>'Excellent CPD sessions.'</i> <i>'The CPD at the start of each topic was really helpful! It was also useful for all teachers to teach the same sport so we could share ideas.'</i> <i>'Cricket CPD was super.'</i>	Point 1 – Staff questionnaire for next year to identify key, common sports and target CPD individually rather than as a whole school.
Point 2 – To work alongside the CPD programme, a clear progression of skills is needed to ensure PE throughout school is progressive.	Point 2 – PE Hub purchased to give teaching staff a clear and concise PE curriculum that engages and challenges all pupils. Camera and tripod purchased to enable teachers to gather evidence and share good practise.	£557	Point 2 – Our PE curriculum is now clearly progressive and focuses on head, hands and heart elements through the teaching of PE.	Point 2 – To continue to promote the use of PE Hub whilst also encouraging teachers to tailor lesson plans for their classes.
Point 3 – The outside PE shed is broken and needs to be replaced.	Point 3 – New PE sheds purchased (one larger one and a smaller one to use in a different area of the playground.)	£1,119	Point 3 – A new shed will mean that PE resources can be stored efficiently and staff and play leaders will be able to access equipment quickly and effectively.	Point 3 – To use new play leaders to help maintain the tidiness of the resources in the shed and therefore extend the longevity of them.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Point 1 – The Winter Olympics was a highlight and celebration of the academic year.	Point 1 – New Age Kurling sets bought to inspire and maintain a sporting interest in ‘non-traditional’ sports.	£690	Point 1 – Children really enjoyed the Kurling sets and their use was promoted through the schools Twitter feed.	To use Kurling sets with more children throughout school and look to holding an alternative sports after school club.
Point 2 – Through child Koboca questionnaire, children throughout school stated their interest in cycling.	Point 2 – Cycling sessions set up for EYFs and KS1 children	£605	Point 2 – Children showed a very positive response towards the sessions with some children wanting to stay on for more sessions!	Point 2 – To continue to keep links with cycling providers in order to offer these sessions next year.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				12%
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Point 1 – To take part in a range of sports against other schools within the area.	Point 1 – Buy into York School Sports partnership to compete with other schools within a variety of sports.	£400	Point 1 - Children have been able to play face-to-face fixtures against other schools. Lakeside returned from a bowling competition known as a Panathlon competition for SEND pupils as winners. There has also been success for the school football teams.	Point 1 – Continue to be part of the YSSP with opportunities to compete against other school within York.
Point 2 – To provide a range of after school clubs and attend sports fixtures.	Point 2 – Sports coach paid to run after school clubs and attend sporting fixtures after school.	£2000	Point 2 – We have been able to offer a wide range of after school sports clubs this year as participation levels have increased throughout the year.	Point 2 – To continue to offer a wide range of after school sports clubs and attend competitive fixtures throughout next year.

Signed off by	
Head Teacher:	Helen Hayes-Smith
Date:	22/07/22
Subject Leader:	Jenni Hadfield
Date:	19/07/22
Governor:	Andrew Gready
Date:	22/07/22