

# Ampney Crucis C of E Primary School Sports Grant Report

Total amount carried over from 2019/20	£6,000
Total amount allocated for 2020/21	£17,000
How much (if any) do you intend to carry over from this total fund into 2021/22?	£10,845
Total amount allocated for 2021/22	£16,800
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£27,645

## Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <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 then transfer to the pool when school swimming restarts.</p> <p><b>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</b></p>	<p>Unable to say due to children not being able to go swimming for 2 consecutive years.</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><b>N.B.</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 2020.</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><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	Yes/ <b>No</b>

## 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.

<b>Academic Year:</b> 2020/21		<b>Total fund allocated:</b> £27,645		<b>Date Updated:</b>	
<b>Key indicator 1:</b> 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: 35%
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: £10,000	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"> <li>- Educate children in the value and benefits of a healthy active lifestyle.</li> <li>- Ensure our high quality PE and school sport offer develops competent and confident movers with the aim of inspiring lifelong participation in physical activity.</li> <li>- Use active lessons to increase physical activity levels and learning.</li> <li>- Develop Ambassadors/Active leaders to support active playtimes and support extra-curricular activities.</li> <li>- Raise awareness of the best places to take part in sport and physical activity outside of school.</li> <li>- Provide opportunities for daily physical activity.</li> <li>- To increase pupils' activity levels throughout the day.</li> <li>-To provide Reception and KS1 children regular forest school experiences</li> <li>- Re-launch of 'Active Play' lunch times</li> </ul>	<ul style="list-style-type: none"> <li>- Through PE lessons and sport, ensure our children understand the role of movement in the development of their own physical literacy, fitness and wellbeing.</li> <li>- Develop the PE curriculum alongside teachers and All Star sports coaches to ensure lessons link to the multi-skills approach found in our PE policy.</li> <li>- Build links with local community sports clubs through our SGO.</li> <li>- Develop action plan</li> <li>- Meet with MDS team</li> <li>- Purchase Resources</li> <li>- Relaunch whole school initiative</li> <li>- Train sports leaders</li> <li>- Lead assemblies on importance of physical activity</li> <li>Further develop the forest school area within the school grounds &amp; ensure other school years can access this.</li> <li>- Further encourage use of initiatives</li> </ul>		£breakdown TBC	<ul style="list-style-type: none"> <li>Positive attitudes to health and well-being</li> <li>- Pupil concentration, commitment, self-esteem and behaviour enhanced for sports ambassadors - Positive behaviour and a sense of fair play enhanced by using Bronze Ambassadors as role models</li> <li>- Pupils activity at lunch and break increased - Children taking part in daily additional activities such as 'The Daily Mile' regularly</li> <li>- Sports Leaders/Active ambassadors support active play across the school</li> <li>- children across the school more active on a daily basis and enjoy being active</li> <li>Evidence - - Curriculum map</li> <li>- PE policy</li> <li>- Registers of participation</li> <li>- Extra-curricular data</li> </ul>	<ul style="list-style-type: none"> <li>- Monitor physical activity levels to ensure ALL classes meet the government guidelines of at least 30 minutes a day for each child in school time.</li> <li>- Investigate different charities and funding to help develop a wider range of sports and activities to help broaden children's range of experiences, e.g. dance groups/activities from other cultures and religions.</li> </ul>

ensuring all pupils can take part in physical activity varying from supervised active play to inter house competitions. - To continue to work in partnership with Cotswold Cluster Group and our SGO Helen Pauling to increase participation and awareness of the importance of physical activity	such as the 'Daily Mile' and 'Active English/Maths' in ALL year groups at every day of the week			
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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: 10%

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: £3000	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<p>- Use PE and sport to enable the development of life skills that are transferred to other curriculum areas, wider school and beyond.</p> <p>- Use PE and sport to develop the whole person including thinking, social and personal skills?</p> <p>- Use PE teaching to aid fine and gross motor skill development?</p> <p>- Use sporting role models used to engage and raise achievement?</p> <p>- Ensure PE and school sport is visible in the school (assemblies, notice boards, school website, local press, pupil reward and recognition of pupils)</p> <p>- High quality PE lessons delivered during curriculum time.</p> <p>- To deliver the Sports Leader Programme throughout the school, engaging and facilitating pupils' ability to take responsibility for their learning and</p>	<p>- As a school we contribute funding to sustain the Kingshill School Sport Partnership which provides the following opportunities:</p> <ul style="list-style-type: none"> <li>• Additional competitions outside of the School Games programme</li> <li>• Comprehensive CPD programme</li> <li>• Outdoor activity days</li> <li>• Primary Leadership Academy</li> <li>• Youth Sport Trust Primary Membership</li> <li>• Support from Helen Pauling. – SGO – Our vision for PE and school sport is developed to reflect contribution to SGO.</li> <li>- Employment of sports coaches - Continue to develop and use whole school plans and assessment.</li> <li>- Bronze Quality Mark achieved again Summer 2021</li> <li>- Inter house competitions played</li> </ul>	<p>Management Time</p>	<p>- Personal development (physical skills, thinking skills, social skills and personal skills).</p> <p>- Attainment and achievement, behaviour and attendance.</p> <p>- PE physical activity and school sport have a high profile and are celebrated across the life of the school</p> <p>- Children learn to respect and work with each other, exercise self-discipline and act in a safe and sensible manner.</p> <p>- Continued progression of all pupils during curriculum PE lessons.</p> <p>- Pupil interviews inform us that pupils enjoy their PE lessons and that pupils enjoy the variety of activities on offer during curriculum PE.</p> <p>- Interhouse competitions raise</p>	<p>Sustainability and suggested next steps:</p> <p>- Identify the positive impact that PE and school sport has on academic achievement, behaviour and safety, attendance, health and wellbeing.</p> <p>Review School development plan, Whole school policies/PE policy – Use Kingshill PE end of year meeting to help review, evaluate and plan for the next academic year.</p> <p>- School staff better equipped/more confident to teach PE in school</p> <p>- Monitoring use of schemes and whole school PE coverage</p> <p>- Sports leaders develop younger pupils into becoming leaders themselves</p>

<p>delivering of physical activities to the rest of the school.</p> <ul style="list-style-type: none"> <li>- School staff better equipped/ more confident to teach PE in school</li> <li>- Monitoring use of schemes and whole school PE coverage</li> <li>- Sports leaders develop younger pupils into becoming leaders themselves</li> </ul>	<p>throughout the year</p> <ul style="list-style-type: none"> <li>- Develop a team of sports leaders</li> <li>- Sports leaders and house captains to help run and organise the intra-house festivals in the lower school.</li> <li>- Sports leaders to run their own club for younger pupils at lunchtimes.</li> <li>- Help run and record the events for Sports Day. Support younger children.</li> <li>- Current Sport leaders to also develop future Sports Leaders in preparation for the following year.</li> </ul>		<p>profile of competitive sport within school. As many children as possible to participate.</p> <ul style="list-style-type: none"> <li>- Sports leaders impact importance of sport/activity by being positive role models in the school</li> <li>- Successful sports day held</li> <li>- ALL pupils able to participate fully</li> </ul>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				35%
Intent	Implementation		Impact	
<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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p> <p>£10,000</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> <li>- Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment.</li> <li>- To encourage coaches employed to deliver the PE curriculum, to increasingly involve NQT/ECT teaching staff supporting lessons - to increase their confidence in delivery of the subject.</li> <li>- 1:1 lesson observations/survey to monitor staff effectiveness and confidence</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for staff to access CPD opportunities through the Cotswold Sport Partnership CPD programme if running this year.</li> <li>• Use specialist coaches and providers for NQT/ECT staff training to increase the knowledge and confidence of staff in delivering PE.</li> <li>• PE lead/sports coaches used to help upskill teachers through modelling lessons, team teaching, help with planning and observations.</li> <li>• Subject Leader to attend relevant sport conferences and network meetings to gain relevant information.</li> </ul>	<p>£TBC</p>	<ul style="list-style-type: none"> <li>- Increased staff knowledge and understanding</li> <li>- All teachers able to more confidently plan, teach and assess National Curriculum PE</li> <li>- More confident and competent staff evidenced through feedback and lesson observations</li> <li>- More sustainable workforce including young leaders.</li> <li>- Enhanced quality of provision</li> <li>- Increased pupil participation in competitive activities and festivals</li> <li>- Increased range of opportunities</li> <li>- The sharing of best practice with other schools in the Kingshill Cluster</li> </ul>	<ul style="list-style-type: none"> <li>- Review staff confidence and competence in delivering high quality PE and school sport and allocate staff to upcoming CPD opportunities within school alongside Atlas All stars coaches and outside school provision from Sports Partnership</li> <li>- Further 1:1 lesson observations to monitor staff effectiveness and confidence</li> </ul>

- Questionnaire to monitor pupil attitudes towards progression in PE	<ul style="list-style-type: none"> <li>• Liaise with other local schools to share knowledge and expertise</li> </ul>		<p>Group and Sports Partnership.</p> <ul style="list-style-type: none"> <li>- A more inclusive curriculum which inspires and engages all pupils</li> <li>- Increased capacity and sustainability</li> <li>- Continued progression of all pupils during curriculum PE lessons.</li> <li>- Questionnaires/interviews inform us that pupils enjoy their PE lessons -</li> <li>- Discussions inform us that pupils enjoy the variety of activities on offer during curriculum PE</li> </ul>	
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation:  
10%

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: £3000	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
<ul style="list-style-type: none"> <li>- Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs, competitions and events.</li> <li>- Continue to offer additional extracurricular opportunities for all pupils to take part in physical activity and sport</li> <li>- Providing additional links to Community Sports Clubs - Children participate in festivals/ tournaments held through Helen Pauling and the cluster group.</li> <li>- Increase opportunities for KS1 children</li> <li>- Continue to develop relationships with community coaches so a broad and wide</li> </ul>	<ul style="list-style-type: none"> <li>- Provide opportunities for children with SEND, the least confident and the least active to attend exciting, varied and a new range of activities through the school sport partnership.</li> <li>- Review extra-curricular activities through pupil voice</li> <li>- Employ sports coaches to provide age and stage appropriate extracurricular sporting opportunities and to improve sports skills in children through increased opportunities in school</li> <li>- To keep the website up-to-date range of clubs currently on offer (changeable throughout the year) - Pupils to take photos of themselves in</li> </ul>	£TBC	<ul style="list-style-type: none"> <li>- Engaged or re-engaged disaffected pupils</li> <li>- Increased pupil participation - Enhanced quality of delivery of activities</li> <li>- Increased staffing capacity and sustainability</li> <li>- Enhanced, extended, inclusive extra-curricular provision</li> <li>- Improved behaviour and attendance and reduction of low level disruption</li> <li>- Increased pupil awareness of opportunities available in the community</li> <li>- improved physical, technical, tactical and mental understanding of a range of sports</li> </ul>
			Sustainability and suggested next steps:
			- Carefully select outside providers and ensure they understand our vision for school sport and that the opportunities they offer contribute to that vision. - Further increase opportunities for KS1 children – in and out of school

<p>range of activities can be offered to all age groups.</p>	<p>'the clothing they wear when taking part in their favourite activities and/or sports for noticeboard</p> <ul style="list-style-type: none"> <li>- Children to attend the extracurricular clubs.</li> <li>- School to enter children into sporting festivals/ competitions.</li> <li>- Links made with coaches and outside clubs – tennis/ cricket /rugby/football/hockey</li> <li>- Equipment continues to provide opportunities during break and lunchtimes</li> </ul>		<ul style="list-style-type: none"> <li>- Developed wider life skills which build on from the PE lessons, i.e. communication, teamwork, fair play and leadership?</li> <li>- Coaches signposting children to community sessions. Evidence includes - Curriculum map, Inclusive health check, Registers of participation, Extra-curricular data, student/staff surveys</li> </ul>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: %
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: £2000	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"> <li>- Provide opportunities for all children to challenge themselves through both intra and inter school sport where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome.</li> <li>- Increased participation in School Games competitions.</li> <li>- Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events.</li> <li>- Select children who we feel would benefit most from the opportunities available in the Partnership events calendar.</li> <li>- Enter external events to give pupils the opportunity to compete against other schools</li> <li>- Investigate further use of inter house competitions/ children leading own events/virtual events</li> </ul>	<ul style="list-style-type: none"> <li>Engage with partnership coordinators Shelley Hamblin and Dan Moody attend competitions run by the Cotswold School Sport Partnership.</li> <li>- Engage more staff/ parents/ volunteers and young leaders to support attendance at competitions.</li> <li>- Use external coaches to run competitions to increase pupils' participation.</li> <li>- Identify a set number of competitions/events to provide transport to. –</li> <li>Ensure pupils get opportunity to take part in local competitive leagues, tournaments and festivals.</li> <li>- Regular (termly), intra-house sports competitions for pupils across different sports.</li> <li>- To develop links with external agencies in the community to ensure more pupils participate in community clubs outside of school</li> </ul>	£2000	<ul style="list-style-type: none"> <li>- Vast majority of KS2 pupils participated in the intra-house competitions.</li> <li>- Sports day set up, participated in and enjoyed by ALL pupils.</li> <li>- Fixture results to be published in Newsletters, on website and through Dojo</li> <li>- Competition/ events calendar - Photos displayed at school and on website - Competition reports</li> </ul>	<ul style="list-style-type: none"> <li>- Review attendance data and identify children for appropriate opportunities.</li> <li>- Continue to attend Cotswold Partnership meetings to help shape the offer to ensure it is appropriate for our pupils and of the highest quality.</li> <li>- Further widen opportunities for pupils to take part in competitive sporting events</li> <li>- Investigate further use of virtual/ inter house competitions/ children leading own events</li> </ul>

Signed off by	
Head Teacher:	Tana Wood
Date:	July 2021
Subject Leader:	Gavin Pugh
Date:	July 2021
Governor:	
Date:	