

Primary PE & Sport funding

At **Hartford Manor Primary School and Nursery** 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.

Total underspend carried forward from 2019/2020	£1055.00
+ New grant for this academic year 2020/2021	£19,080
= Total available for spend in 2020/21	£20,135.00

Total underspend carried forward from 2020/2021	£2927.00
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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

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:	Funding Allocated	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To provide active provision for ALL children. To promote activity, embed within the whole school day; to help children be engaged, enthused and to achieve. We have received training regarding the recommended 60 active minutes from Youth Sport Trust & Vale Royal School Sport Partnership.	<i>We have received training regarding the recommended 60 active minutes from Youth Sport Trust & Vale Royal School Sport Partnership. The training has included sharing best practice in the active schools agenda through local case studies. The actions being taken to tackle the issues presented are:</i>	£2766 VRSSP membership costs £440 golf £198 rounders	<i>3) We offered a range of sport after schools this year including: golf, rounders, basketball, hockey, multiskills, football, cricket, rugby, tennis, dodgeball, dance – due to</i>	All actions taken are sustainable with continued training opportunities and current levels of support from VRSSP Continue to monitor and improve current provision

	<p>More equipment provided at break and lunchtimes. Children to have more space to run around – due to Covid-19 we now have staggered breaks and lunch which means more space and more time on the trim trail and climbing wall</p> <ol style="list-style-type: none"> 1) Our school has engaged in Vale Royal School Sport Partnership Subject Leaders Active Schools Development Group in order to develop actions for our younger children 2) 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 3) We will ensure every child has the opportunity to get involved in extra-curricular activity 4) We have developed PhysKids Play Leader roles who create activities to make lunchtimes more active. Our midday assistants have attended training to help them develop more activity at lunchtimes and to support our PhysKids Playleaders - this year our middays asked for certain equipment 5) We have engaged with the , Big Pedal AND/OR Bikeability training to improve pupils skills and confidence and support them and their families take up more active travel to and from school. 	<p>£1125 football</p> <p>£825</p> <p>£500</p>	<p>covid clubs were only offered in Autumn 2 and all of the summer term _ some clubs parents paid for. 67% of children attended a club after school this year. 5) 91% of current Yr 6 cohort achieved Level 2 for Bikeability and 5% achieved Level 1. In 2021 our Big Pedal results were 50.61% of the children were actively coming to school over the 10 days with 42.86% supporter journeys. 6) All Year groups were setting PE challenges through lockdown. In Years 3 / 4 live Chance 2 Shine cricket sessions were also shared. 7) Parents who went on the Family trails responded through the school twitter channel 9) Year 3 and Year 6 had Forest School sessions as part of outdoor learning as neither class could attend residentials this year. Year 6 had extra time at morning break and were encouraged to move. Year 2 used the outdoor classroom provision more and reading huts. 10) Some of our children were filmed for NSSW activities which were then used locally. In school these were promoted and lots of classes took part in the daily activities</p>	<p>Re-engage with Re organised Sustrans and Bike/Scoot to school initiatives</p>
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- 6) Throughout school closure our school has continued to promote physical activity with it's 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
- 7) We have shared personal best challenges each day and have promoted 12 Active Days of Christmas, Big Pedal, Children Mental Health Week, Change 4 Life Week campaigns as well as the use of programmes such as 5-a-day fitness, Go Noodle, Cosmic Yoga, Joe Wicks Workouts etc
- 8) For children in school we have maintained regular daily activity and shared this activity to inspire further engagement of those at home
- 9) On reopening our school focused on supporting social reconnection with outdoor learning.
- 10) We took part in 15 National School Sport Week Together Challenges designed to encourage engagement and celebrate physical activity across the whole school
- 11) We have delivered an 'Every Child Skips' programme of daily skipping activities across Key Stages 1 & 2 to support

11) Skipping ropes were ordered and the 'Every Child Skips' campaign was widely promoted throughout school. We focussed on the individual challenge for children and it being about competing against themselves.
 12) Year 6 children were trained as bubble leaders and encouraged their bubbles to move more.

	<p><i>increased physical fitness and function following the Spring lockdown.</i></p> <p><i>12) Our Sports Leaders have become 'Bubble Leaders' and have received training in order to provide further activity within their bubble at break and lunchtimes – this includes delivering active play, competitive sports and wellbeing activities such as change4life activities.</i></p>			
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Key indicator 2: The profile of PE, School Sport & Physical Activity being raised across the school as a tool for whole school improvement				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:
To use PE, Sport and Activity to improve the outcomes for all pupils across all ages and abilities. To develop young leaders, confident to identify and demonstrate the values and strengths to develop the key skills to learn and do well across the full breadth of the curriculum	<ol style="list-style-type: none"> 1) 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. 2) Welcome an athlete role-model to school to inspire our pupils to increase their participation in PE & School Sport. 	£5600	<ul style="list-style-type: none"> • <i>Full use of 5 a day website</i> • <i>Engage KS2 pupils as Sport leaders,</i> • <i>Encourage less active pupils to engage in a healthy active lifestyle – coming to school ready to do PE has really helped with this</i> • <i>Teaching staff taking a more active role in PE and school sport and in supporting the healthy lifestyles of our pupils'</i> • <i>To improve teachers confidence in delivering PE</i> 	All actions sustainable with continued support and access to resources and training Explore further ways to embed and enhance our curriculum, develop links across a broader range of subjects.

	<p><i>Children attending school in PE kit also meant that staff wore kit regular which increased the engagement of staff, the recognition by SLT of the strong evidence linking increases in physical activity and school performance, the success in involving the least active in school sport and how this has increased engagement in school as a whole.</i></p> <p>FOR SCHOOLS ENGAGING WITH FA GIRLS SCHOOL PARTNERSHIP WORK – <i>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. Throughout lockdown periods or where children are required to self-isolate, our school has supported a daily challenge programme to promote regular physical 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</i></p>	<p>£1450</p>	<ol style="list-style-type: none"> 1) <i>Children were so pleased when after school clubs were back on and we ensured we had a wide variety of sports on offer.</i> 2) <i>All Year groups had the opportunity to engage with the athlete assembly – The Year 4 children were especially interested in the bobsleigh after watching Nicola Minichiello.</i> 3) <i>We achieved the School Games Mark Framework 2020 –21 showing our continued commitment.</i> <p><i>We identified our Year 1 cohort as needing extra outdoor activity as break times were becoming increasingly difficult with children unable to play together and share – they also missed a lot of school in the March 2020 lockdown. We used a local coaching company that we had utilised last year to come in and try to engage with the Year 1 children (boy heavy). Both coaches were male and this really helped the children to see positive role models and what sport, sharing, losing could look like. Teachers also learned from watching the children who struggled and how they changed through physical activity. We used this company for the older children in nursery as well to get them ready for school</i></p> <p><i>A KS1 member of staff engaged with the FA programme and used the resources with all her Year 2 children. We hope to roll this out in September to an all-girls group.</i></p>	
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	<i>terms of both of physical and mental wellbeing.</i>			
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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:
To ensure our teachers have quality training, support and resources specific to their age phase which develops exciting, progressive and inclusive teaching and learning in PE.	<i>All our staff attend Early Years (centred on the YST Health Movers programme), KS1 training (centred on the YST TOP Start research and resource), KS2 Training (centred on the YST TOP Sport resource), Inclusion training and Health & Safety training. Teachers who have attended training in recent years are able to access 'Next Steps' training which will help them develop their practice further. 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.</i>		<i>All staff have reported a positive impact of training through evaluations. The evaluations of KS1, KS2 & PESSCo support show teachers have brought about improvements in: In particular Year 1 staff had support for 1 lesson a week:</i> <ul style="list-style-type: none"> • <i>Ability to support KS1 staff in planning and teaching progressive sessions focussed on the identified next steps of each child.</i> • <i>Lots of good ideas to help deliver the curriculum more effectively.</i> • <i>Improved PE lessons and pupils engagement with lessons</i> • <i>Knowing in greater detail what is required during a PE session</i> 	Continued involvement with VRSSP as training partner More staff to attend 'next steps' training Cheshire cricket to focus on Early Years and KS1 this time round Wigan Warriors to support CPD this year for all KS2 classes

	<p>FOR SCHOOLS ENGAGING WITH FA GIRLS SCHOOL PARTNERSHIP WORK – <i>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.</i> <i>Our staff have continued to engage in professional development in PE, School Sport and Physical Activity throughout COVID-19, including:</i></p> <ul style="list-style-type: none"> • <i>Preparing for a ‘Deep Dive’</i> • <i>Assessment in PE</i> • <i>FA Active Play through Storytelling & AS Clubs</i> • <i>YST Webinars</i> • <i>Teach Active English & Maths Webinars</i> • <i>AfPE Webinars</i> • <i>LTA training to get more tennis equipment</i> • <i>Orienteering training from Enrich Education and</i> • <i>Active science training from Enrich Education</i> • <i>Hartford tennis club delivered lessons and CPD for Early Years and Year 5</i> • <i>Cheshire cricket delivered and lessons CPD for all staff Year 2 – Year 6</i> • <i>Support in Year 1 from Youthkicks and CPD for staff</i> • <i>Mr Jenyons from local High School worked with Year 6 children to aid transition</i> 	<p>£1090</p> <p>£420</p> <p>£1820</p>	<ul style="list-style-type: none"> • <i>Lots of short activities to keep children engaged</i> • <i>Deeper thinking about steps to develop basic skills for KS1.</i> <p><i>Through Cheshire Cricket being in and Hartford Tennis club staff were:</i></p> <ul style="list-style-type: none"> • <i>More confident in own ability to teach skills in PE and in helping less able children make good progress through better teaching</i> • <i>Much more organised and challenging lessons with a clear objective.</i> <p><i>Every member of staff also fully engaged with orienteering training which will begin in the new year for all children. Active Science as part of the above – discussions with Science lead about implementing this too</i> <i>Year 6 teachers were able to see a Year 7 PE teacher working with the classes to help with the transition to high school</i></p>	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils			Percentage of total allocation:
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Intent	Implementation	Impact	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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding Allocated</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>
<p>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 extracurricular clubs to ensure that they are in an activity which maximises engagement of all groups. 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. School staff are trained to create activities in PE and extracurricular activity which meet the needs of every learner in order to support their progress.</p>	<p>Identify successful clubs, and use pupil voice (Sports Crew) to ask what different clubs the children would like to have 2. Identify Least Active Population and deliver program to support their inclusion – use FA training to support this 3. Continue to deliver adventurous activities through residential in Years 4 and 5. 4. Orienteering to be implemented on the PE curriculum as a new area of learning and physical activity. 5. Engage more children in active clubs and activities now we can mix classes again 6. Engage more girls in clubs and activity <i>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 and New Age Kurling</i> Throughout COVID-19 our pupils have been able to continue to engage in a wide range of inclusive physical activities through the personal challenge</p>	<p>£150</p>	<p>67% of children attended an after school club – even though we were only able to offer these for half the academic year. We also could not offer any indoor sports clubs due to no hall space Year 6 had self defence classes</p> <p><i>Children are asked each year what clubs and sports they would like to see in school.</i> <i>The children in our SEND provision were able to access the virtual Boccia competition in the Autumn term and performed so well they advanced on to represent Vale Royal in the School Games (again virtually) and achieved 1st place – we were all so proud of them.</i> <i>‘Every Child Skips’ programme to support a wider group of young people to improve their fitness, coordination and confidence and stamina – the evidence for this was clear as week on week the children were improving the number of skips they could do in a set time and parents and children were letting school know that they were practising at the weekends and after school, counting their skips to see improvement.</i> <i>What was great was we really encouraged the children to only compete with themselves – they did not compare</i></p>
			<p>Majority of clubs run by coaches and paid for out of sports premium – need to get to a point where children and parents value these clubs and are willing to contribute More staff to offer clubs and support through VRSSP so sustainable. Provide more breadth through clubs, not as part of curriculum. To continue to develop our range of activities. To focus on the needs of the children through and Sports Crew Different CPD opportunity for KS2 staff – so stop cricket as have now had this for a few years and look to</p>

	<p>programme. 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. 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. 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. We have engaged with our local 'Every Child Skips' programme to support a wider group of young people to improve their fitness, coordination and confidence.</p>		<p>their scores as they recognised their peers all started from different skipping points.</p>	<p>engage another club to come in</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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Intent	Implementation		Impact	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</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding Allocated</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>

practice:				
<p>More of the school population engaged with competition and/or competitive elements; such as personal challenge and self-improvement</p>	<p><i>Teachers attend a range of sport specific training courses to help us broaden the range of competitions we provide for our children. Our staff will attend training focused on the School Games formats for intra and inter school competition</i></p> <ol style="list-style-type: none"> 1) <i>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</i> 1) <i>Our school takes part in an annual School Games Festival which takes place to celebrate National School Sport Week. We engage with a wide-range of festivals and events which cater for many different children.</i> 2) <i>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)</i> 3) <i>Throughout COVID-19 our school has been able to engage with the personal challenge programme, National School Sport Week Together and also the Cheshire & Warrington Virtual School Games, all of which aimed to reflect the competition programme familiar to our children. Each activity has focused on achieving a personal best in order to promote</i> 	<p>£1684 spent on new equipment</p>	<p><i>The Boccia team were winners in the Vale Royal partnership competition and went on to be winners in the county finals.</i></p> <ol style="list-style-type: none"> 1) <i>In 2018 –19 we achieved GOLD School Games Mark level and also the School Games Mark Framework in 2020 021</i> 2) <i>This year in virtual competitions we have been involved in: skipping, Football, Sportshall Athletics, Netball, Boccia, Golf, QuadKids and Athletics.</i> 3) <i>We had intra competitions in school for rounders, cricket, hockey and netball this was just in class bubbles as we could not compete against other classes or Year groups.</i> 4) <i>Cheshire Cricket made sure the Year 5 and 6 children had a competition day as well.</i> 5) <i>We held class sports days where the children still competed for their house teams across the school.</i> 6) <i>Year 6 children took part in a Quadkids competition with a PE teacher from the local high school</i> 	<p>Continued access to VRSSP allows the competition and festival calendar to remain sustainable. Continue to work with VRSSP to deliver opportunity to all of our young people and staff Other staff and not just PE lead to take teams to competitions</p>

	<p><i>resilience, determination, self-belief and to build confidence. The competition programme has also allowed our children to compete alongside their peers in intra-school events as well as virtual competitions against other schools across the local area and wider county.</i></p> <p>4) <i>Our school supported 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.</i></p>			
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Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
<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>62% (38/61) of Year 6 parents responded to questions sent home</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 2021. Please see note above.</p>	<p>44% Yes 18% No 37% unknown</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>44% Can 18% cannot 37% unknown</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>90%</p> <p><i>This element was delivered on dry land to majority of Year 6 cohort who were not isolating at the time</i></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> <p>We have not had access to a pool this academic year as the local pool closed in Autumn 2020</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.

Signed off by	
Head Teacher:	Mrs J Diamond
Date:	27 th July 2021
Subject Leader:	Jo Meyer
Date:	27.7.21
Governor:	
Date:	

