

Inkersall Spencer Academy



Sports Premium and Funding Report 2020—2021

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At Inkersall, we recognise the importance of developing children's engagement and passion for life-long learning in PE and sport and understand the fundamental impact that this can have on their achievement and wellbeing. We believe that PE should provide our children with the opportunity to develop their emotional and thinking skills, as well as being explicitly taught how to improve their fundamental movement skills and physical literacy.

We welcomed the Government's announcement in June 2013 to provide additional funding for 5 years to improve provision of Physical Education (PE) and sport in primary schools.

This is money which is sent directly to schools to enhance opportunities for children to access physical activity within school. This funding is jointly provided by the Departments for Education, Health and Culture, Media and Sport, and will go directly to primary school Head Teachers to spend on improving the quality of sport and PE for all their children. The sport funding can only be spent on sport and PE provision in schools. Schools have to spend the sport funding on improving their provision of PE and sport, but they have the freedom to choose how they do this.

Funding for the PE and sport premium

Schools receive PE and sport premium funding based on the number of pupils in years 1 to 6.

In cases where schools don't follow year groups (for example, in some special schools), pupils aged 5 to 10 attract the funding. In most cases, we determine how many pupils in your school attract the funding using data from the January 2017 school census.

Funding for 2020 - 2021

Schools with 16 or fewer eligible pupils receive £1,000 per pupil.

Schools with 17 or more eligible pupils receive £16,000 and an additional payment of £10 per pupil.

Inkersall Primary Academy received: £19,120

<https://www.gov.uk/guidance/pe-and-sport->



Purpose of Funding

At Inkersall Primary Academy, we are committed to using this resource and we have developed a provision plan to ensure this funding is invested to maximise the long term impact of our PE provision for pupils and staff. We have used the following outcome indicators to enable effective planning:

- The engagement of all in regular physical activity – kick-starting healthy active lifestyles.
- The profile of PE and sport being raised across the school as a tool for whole school improvement
- Increased confidence, knowledge and skills of all staff in teaching PE and sport
- Broader experience in a range of sports and activities offered to all pupils
- Increased participation in competitive sport

Coronavirus (Covid 19) Statement

Due to the unprecedented Covid-19 pandemic, effective use of the Sports Premium budget for the year 2020/2021 was limited. On 17 June 2021 the Education Secretary announced a further relaxation of ring-fencing arrangements for the PE and sport premium. This will allow any unspent grant to be carried forward into the 2021 to 2022 academic year.

As a result of this decision, we have drawn up robust plans to target the spending the Sports Premium budget for the forthcoming year 2021-2022, in order to ensure that we make additional and sustainable improvements to the quality of the physical education (PE), physical activity and sport we provide for all children.



Review and reflection

Key achievements to date

- Introduction of real PE and staff training in its use.
- Improved confidence in PE delivery across the school.
- Increased participation in extracurricular programme.

Areas for further improvement and baseline evidence of need

- Continued implementation of real PE to support the teaching of key physical skills and evidencing pupil's development throughout their time at Inkersall Spencer Academy
- To develop our offer of a range of sporting opportunities that are engaging and inspiring for all children.

Meeting the National Curriculum requirements for swimming and water safety

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 children may swim in another year please re-

No data due to Coronavirus (Covid 19)

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breast-stroke]?

No data due to Coronavirus (Covid 19)

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?

No data due to Coronavirus (Covid 19)

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?

Unable to due to Coronavirus (Covid 19)



Key indicator 1: The engagement of all 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

| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
|---|---|--------------------|---|--|
| To engage and encourage all pupils in regular, physical activity and to provide regular opportunities throughout our school day to do so. | Implementation of Samba Sports lunchtime club for identified students to attend 3x per week | £360.00 | Identified pupils in y3-6 engaged in 30 extra minutes of physical activity over 3 days per week. Children reported enjoying this opportunity and requests from further children to take part. | To continue to provide this provision in the new academic year and to investigate expanding the offer to 5 days per week and commissioning further external lunchtime clubs to provide structured physical activity for more children. |
| | Weekly sporting challenges to be provided by Sports Leader during Covid-19 for all children. | - | Children had accessible physical activities to encourage fitness whilst learning from home. | |
| | UDOIT virtual dance lessons to be provided to all home-learners and school-learners during Covid-19 | - | All children in school offered the opportunity to engage with weekly street-dance lessons for 1hr. High uptake and positive feedback received from both school and home-learners. | Research and prepare further opportunities for ensuring all pupils are engaging in regular physical activity should Covid-19 cause further school lockdowns. |
| | PE Coordinator to promote engagement of regular exercise through Inkersall-Paris challenge during Covid-19. | - | Engagement from both parents and children in activities and challenges posted was high. E.g—Inkersall—Paris challenge. | |



Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
|--|--|--------------------|---|---|
| To raise the profile of PE throughout our school community so that our staff, children and parents highly value the benefits that regular engagement in PE and sporting activity can have on their holistic wellbeing. | REAL PE membership and whole-school training to be purchase and staff INSET to be arranged. | £2290.00 | Whole day INSET delivered and feedback from both teachers and staff very positive. All teachers have good understanding of the intent and implementation of REAL PE. All teachers have access to planning and assessment tools. | Ongoing support from REAL PE trainers to ensure that staff remain confident delivering all areas of the REAL PE scheme. |
| | PE coordinator to attend REAL PE Leadership training. | £245.00 | PE coordinator undertaken module 1 of this training. | PE coordinator to attend further 2 modules of Leadership training and disseminate to staff. |
| | PE equipment audit and stock to be replenished. | £131.24 | Staff and students see the importance that leadership places on PE. | Use of REAL PE equipment list to research and purchase further equipment using the PE premium budget. |
| | PE coordinator to ensure that teaching staff are using social media platforms to advertise PE and Sporting achievements. | - | Teaching staff now regularly posting to Class Dojo and Twitter to involve the wider community in our sporting opportunities and achievements. | To begin Mini-leaders course through SHAPE partnership to raise profile with children. |



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
|--|---|--------------------|---|--|
| To provide continuous ongoing high-quality CPD for all teachers and TA's so that they can confidently and skilfully deliver PE lessons to all pupils, ensuring progress is being made. | Capture current teacher confidence in teaching PE lessons to gauge level of support needed through questionnaire. | - | Baseline questionnaire showed that 62.5% of teaching staff wanted extra support in PE delivery to boost confidence, allowing us to plan our methods of support. | REAL PE mentoring support to be ongoing. |
| | Provide ongoing mentoring to all teachers through weekly in-lesson support from PE leader. | - | Following period of mentoring, 74% teaching staff now felt that they were confident in teaching our current PE curriculum effectively. | SHAPE partnership to provide weekly in-class support to two identified teachers per term to support in their delivery of the REAL PE scheme. |
| | Arrange REAL PE INSET training. | £2290.00 | Whole day INSET delivered and feedback from both teachers and staff very positive. All teachers have good understanding of the intent and implementation of REAL PE. All teachers have access to planning and assessment tools. | |
| | To work with the SHAPE partnership for guidance and support for PE Coordinator. | £3210.00 | PE development meeting held to identify key priorities for the year ahead and how SHAPE can support. | Consultancy meeting to support holistic curriculum planning and action plan review. |



Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
|---|---|--------------------|---|--|
| Engage the local area for after school clubs to offer a variety of sporting opportunities and physical activities. Due to Covid 19 restrictions, planned club were cancelled from March 2020. | Explore and pre-arrange initial after school clubs for when Covid 19 restrictions are lifted. | £609.00 | Samba Sports club arranged and began in Summer term 2021 when Covid Restrictions allowed. Taster sessions arranged to encourage children to after-school clubs. | Continue to provide Samba Sports after-school club in Autumn term 2021-22 and investigate and arrange further clubs, taking into consideration pupil and parent voice. |
| | Explore and pre-arrange initial lunchtime clubs for when Covid 19 restrictions are lifted. | £360.00 | 40 identified children from Y3-4 attended 30mins of Samba club 3xweekly for Summer Term. | Samba lunch-time club to continue for targeted children in 2021-2022. Further lunchtime clubs to be investigated to provide more children the opportunity to access structured sporting clubs during lunchtime through Sports Premium. |
| | Membership of the SHAPE Partnership (formerly Chesterfield Schools Sports Partnership) | £3210.00 | No events attended due to COVID 19 restrictions. Relationship with SHAPE maintained and plans in place for 2021-2022. | Arranged for SHAPE partnership to deliver half-termly intra-school competitive sports days for all children in 2021-2022. |



Key indicator 5: Increased participation in competitive sport

| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
|--|--|--------------------|---|---|
| Create opportunities to improve wellbeing and sporting ability through healthy competition with peers. | Opportunities for internal competitions to be arranged throughout the year— Sports Day etc. | - | Sports day held for all year groups with opportunities to engage in competition with peers and against individual personal bests. | Continue to explore further opportunities throughout 2021-2022. |
| | Identified children to attend SHAPE partnership's 'Reframing Competition' events. | £3210.00 | No events attended due to COVID 19 restrictions. Relationship with SHAPE maintained and plans in place for 2021-2022. | Arranged for 2021-2022 |
| | All children to participate in internal half-termly competitive activity days through the SHAPE partnership. | | No events attended due to COVID 19 restrictions. Relationship with SHAPE maintained and plans in place for 2021-2022. | Arranged for 2021-2022 |
| | REAL PE training to be arranged to improve staff confidence in delivery lessons which include elements of healthy competition. | £2290.00 | | Embed REAL PE so that children are regularly accessing a curriculum which promotes healthy competition. |

