



Farsley Farfield Primary School

PE & Sports Premium Strategy 2021-22



Intent

Our intent is to provide, and continuously improve, a physical education curriculum that is inclusive of all pupils. Where we understand and listen to children's varying levels of physical and cognitive ability, support and challenge their abilities, improve their knowledge and give them the cultural capital to succeed in life.

Farsley Farfield wants all children to enjoy a range of sports and experiences and excel to their very best physical abilities. To have the chance to develop their skills year on year and feel confident to use previous knowledge from other experiences and interlink it with new challenges. This incorporates their physical fitness, mental health and wellbeing and having the knowledge to ensure a balanced and healthy lifestyle.

At Farsley Farfield we strive to offer as many sporting opportunities to all its pupils as possible to support their social, health and wellbeing through competitions, team games and school activities. Thus, motivating them to build their resilience, fairness, teamwork, and show respect for others.

Implementation

At Farsley Farfield we know that it is important to implement an effective and high-quality physical education curriculum. We seek and positively exploit 'expert' contributions to the curriculum from within our own staff, wider community and commercial partners.

As a school, we follow the [Complete PE](#) scheme of work; this enables staff to plan and develop pupils' skills in conjunction with the schools in-depth [Progression of Skills Document](#). This ensures all children make progression throughout the school and are challenged and supported at their appropriate level. This is built upon each year to help build their knowledge, resilience, confidence and skill levels to provide them with the tools to learn their own and others' strengths and areas to develop.

We also provide the children with a variety of engaging extra-curricular and competitive sporting events as well as outdoor and adventurous activity challenges. This approach is to support the children to learn independently the benefits of sport not only on the health of their body but also on their mental well-being.

Impact

Our aim is to improve all children's physical and mental wellbeing as well as their fitness and skill levels; provided through the ongoing curriculum with a holistic approach to meet every child's needs.

To achieve the most impact, it will be delivered though not only the sporting skills taught, but through the underpinning values and disciplines PE promotes. Within our lessons, children are taught about self-discipline and that to be successful you need to take ownership and responsibility of their own health, fitness and wellbeing.

Our impact is motivated children who use the knowledge and skills they have been taught in an independent, resilient and effective way in order to live happy and healthy lives.

Details with regard to funding

Please complete the table below.

How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£19,600
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19,600

Swimming Data

Please report on your Swimming Data below.

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 2020. Please see note above	70%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	66%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	50%
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: 2020/21	Total fund allocated:	Date Updated:		
Key indicator 1: The engagement of all 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:	
			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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>All pupils are provided with a range of opportunities to be physically active and understand how physical activity can help them to adopt a healthy and active lifestyle</p> <p>All pupils consistently make healthy lifestyle choices.</p> <p>There is a recognition of the benefits of Physical Activity by all stakeholders including how Physical Activity:</p> <ul style="list-style-type: none"> - has a huge impact on the cognitive function of the brain including retention and recall - improves leaning behaviours such as concentration levels and focus - supports pupils to develop better self-belief and self-image - contributes to whole child development 	<p>Begin to develop a Sports Leaders programme led by AC to support physical activity at lunchtimes and playtimes.</p> <p>Opportunities such as the cooking curriculum and PSHE curriculum are used to educate children in the value and benefits of a healthy lifestyle.</p> <p>A range of after school clubs such as dance, football, and farming promote an active and healthy lifestyle.</p> <p>Continue to create an active environment by ensuring resources for PE and active playtimes are replenished.</p>	£2000	<p>There is a physically active culture and ethos throughout the school.</p> <p>The school provides opportunities for pupils to be active for 30 minutes during the school day. 84% of children in KS2 recognise that they are 'active or very active during the school day' citing initiatives such as super movers and playground equipment as ways they are supported to be active.</p> <p>Teachers encourage pupils to be active and all staff are supported to model physical activity behaviours and are provided with information about the importance of engaging in physical activities with pupils.</p> <p>The school has a good Bikeability programme and supplements this with cycling sessions from British Cycling.</p>	<p>Ensure there is a system in place to monitor and evidence physical activity levels.</p> <p>Develop a clear Physical Activity policy which incorporates physical activity such as break-time activity, active travel and supervised play.</p> <p>Staff feedback indicated that the 'daily mile' initiative is not sustainable. A priority for 2022-23 will be to find ways to incorporate physical activity into lessons.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
<p>PE, sport and physical activity are part of the school development plan. The context of PE, sport and physical activity is used across the curriculum and the skills and positive values of this subject area are integrated into the school ethos.</p> <p>There is a recognition that:</p> <ul style="list-style-type: none"> - Highly active pupils will attain better, research has proved that after 20 minutes of moving, pupils grow new brain cells and have higher concentration levels; the more we can get our pupils to move, the higher they will attain! - PE, sport and physical activity gives us the opportunity to teach life skills such as cooperation, reliance and responsibility. - PE, sport and physical activity can be used to develop the whole person including thinking, social and personal skills. - PE, sport and physical activity can aid the development of fine and gross motor skill development which link to academic achievement. 	<p>Develop a clear '1-page' PE policy that recognises the value and impact of high-quality PE, sport and physical activity which pupils and parents understand and have contributed to.</p> <p>Engage in the West Leeds School Sports Partnership (including subject leader meetings) to ensure that the member of staff leading PE and TA supporting delivery of PE are highly skilled, able to motivate staff and has the support of the headteacher, staff, governors, pupils and parents.</p> <p>Ensure PE, sport and physical activity is visible in the school (assemblies, school website, learning hive)</p> <p>Develop the use of sporting role models as a tool to engage and raise achievement.</p>	£1200	<p>There is a clear vision which is articulated by school leaders and PE, sport and physical activity have a high profile in the school (see PE policy).</p> <p>There is PE, sport and physical activity ethos and culture in the school and there is high quality PE, sport and physical activity across the school.</p> <p>Training provided by the West Leeds school sports partnership has supported the PE Subject Leader and TA responsible for delivery of PE e.g. Subject Leaders training & OAA workshop)</p> <p>PE, sport and physical activity have a high profile and are celebrated across the life of the school e.g. the 'be healthy' learning hive certificates given out in assembly, match reports on the school website and the use of class blogs.</p> <p>The use of Complete PE scheme, as well as residential trips supports the development of personal development (physical skills, thinking skills, social skills and personal skills). Pupils learn to respect and work with each other, exercise self-discipline and act in a safe and sensible manner. Pupils</p>	<p>-To use PE, sport and physical activity used as a vehicle to engage and raise achievement in other subjects, such as maths and English.</p> <p>- Sporting role models that are used to engage and raise achievement?</p> <p>- PE, sport and physical activity that is visible in the school (assemblies, notice boards, school website, local press, pupil reward and recognition of pupils)?</p>

			demonstrate: *Fairness and respect *Resilience *Leadership *Excellent communication skills *Trust *Tolerance *Independence *Cooperation *Loyalty *Acceptance of responsibility e.g. Y4 OAA unit on communication and tactics. Y5 residential trip to Ribbleshead Y6 residential to How Stean Gorge	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				76%
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:
Raise the quality of learning and teaching in PE, sport and physical activity by providing support to deliver broad, balanced and inclusive high-quality PE, sport and physical activity provision (within and beyond the curriculum) to raise pupils' attainment. To ensure that: - All staff are confident and competent to deliver high quality and the quality of all lessons is good or outstanding. - All pupils make good progress which is clearly reported to parents or carers. - Where coaches are used, they are encouraged to involve teaching staff	To employ a TA to support the delivery of the PE curriculum in KS2. To positively exploit expert contributions to the PE curriculum from within our own staff, wider community and commercial partners to work alongside teachers in lessons to increase their subject knowledge and confidence in PE. To use the Complete PE resources (especially videos) to support the delivery of the PE curriculum. To quality assuring the work of sports	£15000	School staff are better equipped and more confident to teach PE in school. All teachers use the Complete PE scheme to deliver an use an age appropriate, sequential Physical Education Curriculum that is consistent with national standards (See PE LTP). A Progression in Skills document has been developed for use by staff who feel confident enough away from the Complete PE scheme. Pupil progress is clearly reported to parents or carers in end of year reports.	To observe lessons to ensure pupils are engaged, motivated, demonstrate a high level of understanding and skill and take some lead in high quality PE lessons. To share the progression in skills document to support external providers and school staff moving away from the Complete PE scheme.

<p>supporting lessons to increase their confidence in delivery of the subject.</p> <p>- The PE curriculum is diverse, providing pupils with the confidence to try new activities as well as enhancing their existing skills in a diverse range of environments.</p> <p>-All pupils receive two hours or more of timetabled high-quality PE.</p>	<p>coaches and instructors employed to coach in PE lessons and after-school sports clubs.</p> <p>To develop and progression in skills document to ensure lessons link to the multi-skills and follow a mastery approach which places importance on head, hands and heart and reflects a high quality sequence of learning which is progressive, challenges the whole child and meets the needs of staff and pupils in school.</p> <p>To pay for transport, pool hire and instruction to provide additional swimming lessons for those pupils unable to swim by the end of Year 6.</p>		<p>Staff regularly participate in CPD relevant to high quality PE e.g. cricket in Y6, OAA workshop, skipping school for Y4 & Y6.</p> <p>The PE curriculum is diverse, providing pupils with the confidence to try new activities (e.g. bouldering and yoga) as well as enhancing their existing skills in a diverse range of environments (e.g. tennis at Rawdon tennis club). All pupils receive two hours or more of timetabled high quality PE (see PE LTP).</p> <p>Regular swimming lessons at Bramley Baths enables all pupils to exceed minimum expectations for swimming by the end of Key Stage 2.</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: 4%

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>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>
<p>All pupils are able to access a broad offer of school sport activities (as participants, leaders or organisers). An extensive range of sports and activities is available, including opportunities for ALL pupils, through a programme that both responds to demand and introduces sports and activities that the pupils may not otherwise experience. Numerous young people represent the school and are part of community clubs that the school has links with.</p>	<p>Ensure that pupils continue to experience a broad range of sports and activities</p> <p>To provide opportunities for ALL pupils including SEND, the least confident and the least active to attend exciting, varied and a new range of activities.</p> <p>To begin to deliver the Sports Leader Programme, engaging and facilitating pupils' ability to take responsibility for their learning and delivering of sports</p>	<p>£800</p>	<p>The school provides a rich, varied and inclusive school sport and physical activity offer as an extension of the curriculum e.g. ten pin bowling tournament for SEND pupils.</p> <p>All pupils can access a broad offer of school sport activities see PE LTP.</p> <p>Y6 SLQ Sports leaders have been trained this year and are beginning to lead sessions with younger children.</p>	<p>Ensure sports leaders impact on the importance of sport/activity by being positive role models in the school.</p> <p>Introduce a successful induction programme which results in us deploying coaches even more effectively .</p>

<p>An outstanding range of traditional, new and alternative sporting activities are offered before, during and after school which:</p> <ul style="list-style-type: none"> - Extend - activities that build and develop on existing curriculum activities, e.g. non team based clubs, clubs for more able - Enable - these activities develop basic and key skills through problem solving, e.g. multi skills, physical activity, breakfast clubs - Enrich - these activities offer a range of new opportunities, e.g. cycling, golf, circus skills <p>Leadership and Volunteering</p> <ul style="list-style-type: none"> - SLQ sports leaders programme of leadership and volunteering - Leaders experience high quality training and are supported to be deployed across a whole range of opportunities within the school <p>School Club Links and Community Provision</p> <ul style="list-style-type: none"> - Excellent partnerships with other providers - Formal links with sports clubs and external sporting organisations are in place which enable pupils to extend their participation and have access to specialist coaches and facilities <p>Coaches in School</p> <ul style="list-style-type: none"> - Coaches are deployed effectively to provide high quality sports coaching and to support the competition and school sport programme - Coaches are qualified to deliver in primary schools - Minimum operating standards are met 	<p>and physical activities to the rest of the school.</p> <p>Explore local opportunities and build links with local community sports clubs through our SGO and other key partners.</p> <p>To establish strong, sustainable partnerships with local community sports clubs where no links have been made in the past.</p> <p>To provide age and stage appropriate extra-curricular sporting opportunities and to improve sports skills in children through increased opportunities in school</p>		<p>We have continued to develop relationships with community coaches so a broad and wide range of activities can be offered to all age groups. e.g. use of The Depot for climbing and Gym Magic for gymnastics.</p> <p>Pupils' achievements are celebrated and shared with parents or carers via blog posts on the school website.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3%
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:
<p>Sports competitions can provide positive outcomes for young people but also have the capacity to foster negative outcomes. A positive experience can support the physical, emotional, social and personal development of a young person and encourage life-long enjoyment and engagement in physical activity. This includes developing important life skills such as leadership, teamwork, empathy and conflict resolution. In contrast, without careful planning, sports competitions can promote overly aggressive behaviour, rejection, fear of failure and the development of a negative mindset.</p> <p>To ensure a positive experience for ALL pupils, as a school, we consider the PRINCIPLES OF COMPETITION</p> <ol style="list-style-type: none"> 1. The young person’s motivation, competence and confidence are at the centre of the competition. 2. The focus is on the process rather than the outcome (on the learning and values development of the young person rather than the result). 3. Volunteers, leaders and officials are appropriately trained and display behaviours reflective of the nature of the competition. 	<p>To provide an opportunity for as many pupils to have represented the school.</p> <p>To use minibuses to overcome transport issues so that this is not a barrier to participation.</p> <p>Make competition a time to celebrate! To make a big deal of all competitions by celebrating them in assemblies and displaying reports on the school website.</p>	£600	<p>Many pupils compete in Inter competitions such as school football matches, the ten-pin bowling event (for pupils with SEND), the Y2 & Y4 skipping festivals - these events have taken place with other schools and has created opportunities to build on social development and bring pride in representing our school.</p> <p>Sports results are shared on our school website and celebrated in special mention assemblies.</p>	<p>To develop a process for:</p> <ol style="list-style-type: none"> 1. Selection: Thinking about who in school needs the benefits of competition the most to support their personal development? How will we then attract and invite the young people that need it most to train and compete? How will you provide young people, parents and other school staff with clear and effective communication that helps them to understand why young people have been chosen? 2. Preparation: Preparing young people to be competition ready – a competition is much more than an isolated event. Ensuring time is spent building confidence and knowledge as well as developing physical competence. 3. Supporting a positive experience: Through creating a supportive environment that focuses on the process as opposed to final standings or who lifts the trophy. <p>We have established a competition programme which takes place in various settings and has the following benefits: Personal Best competition benefits are endless. Not only have pupils</p>

<p>4. The environment is safe and creates opportunities to learn and maximise social development.</p> <p>5. The facility and the environment that is created for the competition reflects the motivations, competence and confidence of the young people and format of the competition.</p>				<p>developed skills that encourages them to flourish in PE and be the best that they can be in school and life, but they also improve their health and wellbeing and personal skills.</p> <p>Intra competition – this takes place within school with teachers who already have a relationship with the pupils and in an environment they are comfortable in. This has helped to alleviate anxieties and raise confidence.</p> <p>Inter competition - this takes place with other schools and has created opportunities to build on social development and bring pride in representing our school.</p> <p>County competition - this takes place with others across the county and can create a strong sense of belonging or provide additional stretch and challenge for young people along with experience of another setting.</p> <p>Virtual – using virtual platforms to stimulate competition has created an environment which feels more comfortable for our pupils to take part in, without the pressure of performing in front of other</p>
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Signed off by	
Head Teacher:	Peter Harris
Date:	
Subject Leader:	Daniel Hemming

Date:	
Governor:	
Date:	