

## Wray Common Primary School Sports Premium Funding 2021/2022



At Wray Common we recognise the importance that PE has on the physical health and mental wellbeing as well as the educational achievement of children. Our Sports Premium funding is being spent to allow our children to become more physically active, to experience competition, to be aware of being healthy and to possess the skills that allow them to enjoy sport.

We received **£20,040** for the academic year **2021/2022** and the following table outlines how this money was spent.

| Key achievements to date:   | Areas for further improvement and baseline evidence of need:   |
|---|--|
| <ul style="list-style-type: none"> <li>• STTEP training given during INSET and some evidence of this being used in planning and in lessons.</li> <li>• Olympic theme assemblies to engage and inspire. Dorking Wanderers assembly.</li> <li>• Broad variety of internal and external clubs offered. Multiple sporting events for inspire, aspire &amp; Higher. New clubs being offered E.g. golf club, multi sports. Girls football fixture and multiple B team fixtures</li> <li>• Extra Sports Crew and play leaders for additional support during lunch and curriculum. Including Y2 Sport leaders.</li> <li>• PE specialist has made great progress with her teaching.</li> <li>• Positive OFSTED feedback in PE deep dive.</li> <li>• Teachers and PE lead aware of the least active children. Provisions in place to tackle this. FSM:15% Girls 34% All 38% to FSM:39% Girls: 53% All: children 55%</li> <li>• Successful in lots of competitive fixtures and tournaments. Won Y5/Y6 Football league</li> <li>• Quality of clubs has improved.</li> <li>• PE subject leader has attended the SHINE leadership course and feels he has progressed as a leader.</li> <li>• Pupil Voice - 100% of children enjoy PE and feel they have made progress.</li> <li>• Each child is now being assessed for each PE unit - Excel and Target Tracker</li> <li>Silver Games Mark achieved - Improved from Bronze the previous year.</li> </ul> | <ul style="list-style-type: none"> <li>• To embed new PE scheme - GET SET 4 PE</li> <li>• Review and reflect upon new scheme. Which units are best?</li> <li>• To provide more opportunities for intra-school competitions. E.g. Rounders tournament at lunch.</li> <li>• Ensure personal bests are used once per term to assess, progress and engage pupils.</li> <li>• Re-send out PE confidence questionnaire to identify areas of support.</li> <li>• Apply and achieve a Gold Active Surrey Games Mark</li> </ul> |

## Details with regard to funding

Please complete the table below.

|   |                            |
|---|----------------------------|
| Total amount carried over from 2020/21  | £900.00                    |
| Total amount allocated for 2020/21  | £20,100                    |
| How much (if any) do you intend to carry over from this total fund into 2022/23?    | £0                         |
| Total amount allocated for 2022/23  | £20,000                    |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £20,040 + £900 brought fwd |

## 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>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 2021.</p> <p>Please see note above</p>  | 83%            |
| <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>  | 53%            |
| <p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>  | 100%           |
| <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.

| Academic Year: 2021/22  |   | Total fund allocated:£20,940 | Date Updated: 01.09.2022  |   |
|---|---|------------------------------|---|---|
| <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:<br>70%  |
| 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>To promote inclusiveness in P.E. lessons, after school clubs and competitions.</p> <p>Ensure that pupil premium children and non-active children are invited and encouraged to join extracurricular clubs. Some clubs only offered to them. E.g. All Sports and Yoga.</p> <p>Active lunch times with organised activities offered.</p> <p>Offer lots of opportunities to be active throughout the day.</p> <p>Learning to made active when appropriate</p> | <ul style="list-style-type: none"> <li>• STTEP PE differentiation</li> <li>• Sport Leaders supporting in lessons</li> <li>• B teams and girls only teams</li> <li>• Broad curriculum offered</li> <li>• Inspire, Aspire, Higher Active Surrey competitions</li> <li>• Physi-fun lunch times</li> <li>• All Sports clubs</li> <li>• Free entry to other clubs</li> <li>• Play leaders (adults)</li> <li>• Physi-fun and Sports crew leaders</li> <li>• Jump Start Jonny</li> </ul> | £14,740                      | <p>The increased amount of physical activity opportunities will positively impact the children by:</p> <ul style="list-style-type: none"> <li>• Improving their physical health.</li> <li>• Improving their mental health.</li> <li>• Improving behaviour</li> <li>• Make learning and lunchtimes more fun</li> </ul> <p>More inclusive opportunities</p> | <ul style="list-style-type: none"> <li>• Audit club registers and identify the least active in the school.</li> <li>• Provide further inclusion for these children.</li> <li>• Girls football league</li> </ul> |
|   |   |                              |   | Percentage of total allocation:   |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement  |   |                    |   | %  |
|---|---|--------------------|---|--|
| Intent  | Implementation  |                    | Impact  | 10%  |
| 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>Have Sporting role models introduced</p> <p>Having already achieved the Active Schools Bronze Mark we aim to achieve the Silver/Gold Mark.</p> <p>Teachers to promote the importance of PE.</p> <p>To ensure all children attend or participate in a competitive fixture each Year at least twice.</p> | <p>Olympic themed assemblies &amp; Dorking Wanders assemblies.</p> <p>To provide more opportunities for intra-school competitions. At least 6 different sporting competitions. (Sports day not included)</p> <ul style="list-style-type: none"> <li>Ensure teachers provide inter-school competitions at the end of the games/athletics unit.</li> <li>Play leaders at lunch time - Physi-fun champions and Sports leaders.</li> </ul> <p>Continue to provide more leadership opportunities for children. At least 27.</p> <ul style="list-style-type: none"> <li>Physi fun training</li> <li>Sports Crew continue</li> <li>Encourage children to lead warm ups and referee games</li> <li>Lunch time provisions</li> </ul> <p>Continue to promote school games to parents and the community more frequently, through the use of marvellous me and the newsletter. At least once a half term. (once a</p> | £2,100             | <ul style="list-style-type: none"> <li>Silver Games Mark achieved. Improved from bronze. This means children have been exposed to more physical activity of a higher quality.</li> <li>More children aware of the important of PE</li> <li>More children wanting to engage in physical activity.</li> <li>More opportunities to engage in physical activities.</li> <li>More opportunities to lead physical activity games.</li> <li>More role models to look up to.</li> <li>Better home/school communication link.</li> </ul> | <ul style="list-style-type: none"> <li>Upgrade School Games Mark from a Silver to a Gold through an increased amount of intra-competitions and parent communication.</li> <li>Girls Football league</li> <li>Continue to invite sporting role models. Keep the close relationship going with Dorking FC</li> <li>Re-share expectations of Personal bests.</li> </ul> |

|  |   |  |  |  |
|--|---|--|--|--|
|  | <p>fortnight for gold)</p> <ul style="list-style-type: none"> <li>Promote more PE related MM (Purple Mash)</li> <li>Continue to ensure all fixture and competitions are featured in the newsletter regularly</li> </ul> <p>Ensure personal bests are used once per term to assess progress and engage pupils.</p> <ul style="list-style-type: none"> <li>Each year group to receive a new personal best each term</li> <li>Class teacher to share this with parents and class through MM.</li> <li>Provide opportunities to reflect and progress.</li> <li>Make into an intra competition.</li> <li>Personal bests at after school clubs to promote engagement and competitiveness. Focus on Cross Country.</li> <li>Staff PE tops</li> <li>Regular Marvellous me</li> <li>Cross curriculum links to science and PSHE</li> <li>Sports Day</li> <li>Swimming Gala</li> <li>District sports</li> <li>Football and netball league</li> </ul> |  |  |  |
|--|---|--|--|--|

|  |  |  |  |  |
|--|--|--|--|--|
|  | <ul style="list-style-type: none"> <li>• Friendlies - football and hockey (B team and girls only)</li> <li>• Multi-sports</li> <li>• Inspire/Aspire/Higher events</li> </ul> |  |  |  |
|--|--|--|--|--|

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport  |   |                    |  | Percentage of total allocation:  |
|--|---|--------------------|--|--|
|  |   |                    |  | 7%   |
| 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>To develop the subject knowledge of the staff by ensuring there is a clear progression of skills for each PE topic in each year group, clear differentiation in planning and teaching, OAA units present in KS2 and to raise the confidence of teachers when teaching PE.</p> <p>To review current PE planning and invest in a new scheme that is easier for teachers to follow as well as being better for children.</p> | <ul style="list-style-type: none"> <li>• INSET training to be delivered.</li> <li>• Staff questionnaire to be sent out.</li> <li>• Attend PE network meetings and share findings.</li> <li>• Complete monitoring task such as learning walks and pupil voice. Share effective feedback with staff.</li> <li>• Active Surrey member</li> <li>• SOLD OAA training and resources.</li> </ul> <p>OCTOGON PE network.</p> <ul style="list-style-type: none"> <li>• Reviewed PE planning. Met with other schools and researched better schemes. GetSet4PE was purchased.</li> </ul> | £1,400             | <ul style="list-style-type: none"> <li>• More knowledgeable subject leader.</li> <li>• More knowledgeable and confident class teachers.</li> <li>• Higher quality learning and more impactful lessons.</li> <li>• Better progress made by children.</li> </ul> | <ul style="list-style-type: none"> <li>• To continue to reflect and monitor new PE scheme.</li> <li>• To support teachers confidence and ability to assess children in PE.</li> <li>• To support teachers how to use this data to impact future practice.</li> </ul> |



| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils   |   |                    |   | Percentage of total allocation:  |
|---|---|--------------------|---|--|
|   |   |                    |   | 7%   |
| 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>To ensure we provide a broad and engaging curriculum with a range of clubs.</p> <p>Ensure that pupil premium children and non-active children are invited and encouraged to join extracurricular clubs.</p> <p>Target Inspire/Aspire/Higher children</p> | <ul style="list-style-type: none"> <li>Games, gym, dance, athletics, OAA and swimming offered through the PE curriculum.</li> <li>Further sports offered during the after school club curriculum. Golf added this year.</li> <li>PE specialist</li> <li>Attend RRPSSA meetings to find out which clubs and competitions we can offer our children.</li> <li>B team fixtures and girls only teams</li> <li>Audit club registers and identify neglected parties for each club.</li> <li>Allocate time for girl's only football at lunchtime.</li> <li>Complete pupil questionnaire to identify</li> </ul> | £1,500             | <ul style="list-style-type: none"> <li>Increased opportunities to try new sports.</li> <li>Increased enjoyment of sport</li> <li>Pupil voice showed clubs and PE units are thoroughly enjoyed. Also 100% of children asked said they felt they are getting better at PE.</li> <li>More inclusive curriculum.</li> <li>Increase children's activity.</li> <li>Positive impacts on children's physical and mental health.</li> <li>All children participate in a competitive sporting event each year.</li> </ul> | <ul style="list-style-type: none"> <li>Girls only football league.</li> <li>Basketball club</li> </ul> |



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|--|--|--|--|--|
|  | <p>least active.</p> <ul style="list-style-type: none"> <li>• Lunch time play leaders to engage these children. Club places prioritised to these children. Invite only All Sports club</li> <li>• Sports Day</li> <li>• Swimming Gala</li> <li>• District sports</li> <li>• Football and netball league</li> <li>• Friendlies - football and hockey (B team and girls only)</li> <li>• Multi-sports</li> <li>• Inspire/Aspire/Higher events</li> </ul> |  |  |  |
|--|--|--|--|--|

| Key indicator 5: Increased participation in competitive sport   |   |                    |   | Percentage of total allocation:   |
|---|---|--------------------|---|---|
|   |   |                    |   | %   |
| Intent  | Implementation  |                    | Impact  | 6%  |
| 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>To ensure all children at Wray Common participate in competitive sport at least twice a year through internal and external competitions.</p> <p>To double the amount of children who attend clubs and fixtures</p> | <p>Audit registers and track which children are going to clubs and fixtures. Target those who are not.</p> <p>Sign up to more competitions, tournaments and fixtures. E.g. multi-sports.</p> <p>Cover the costs of FSM children to attend clubs and competitive fixtures.</p> <p>New PE specialist who offers new clubs. E.g. Summer bats</p> <p>Play workers and Sports Leaders organise competitive fixtures at lunchtime</p> | £1,200             | <ul style="list-style-type: none"> <li>• Opportunities for children to apply and develop their learnt skills.</li> <li>• Children are more active at lunch times and find them more enjoyable.</li> <li>• Children feel proud to represent their school/year group or class.</li> </ul> <p>Percentage of children who attended a club or fixture in Autumn:<br/>FSM:15% Girls: 32% All: children 38%</p> <p>Percentage of children who attended a club or fixture in Summer 1:<br/>FSM:39% Girls: 53% All: children 55%</p> | <p>Continue to audit club registers to identify the least active children and target them.</p> <p>Introduce new clubs and attend new fixtures.</p> <p>More competitive intra-sports competitions.</p> |

Signed off by

|                 |               |
|-----------------|---------------|
| Head Teacher:   |               |
| Date:           |               |
| Subject Leader: | Felix Savedra |
| Date:           | 01.09.22      |
| Governor:       |               |
| Date:           |               |