



## Heathfield School Sports Premium Report 2020/21

In the academic year 2020/21 Heathfield Primary School received £19,880 in Sports Premium funding provided by the government. The primary objective of the funding is to develop or add to the Physical Education, School Sport and Physical Activity (PESSPA) provision that Heathfield already offers. Furthermore, Heathfield Primary will build capacity and capability within school to ensure that improvements made will benefit pupils joining the school in future years. In line with these expectations our funding will be used towards the employment of P.E specialists to work across the Prince Albert Community Trust.

The government's vision is that all pupils leaving primary school are physically literate with the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport. This means that schools should use the PE and sport premium to:

- Develop or add to the PE, physical activity and sport that your school provides.
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.

Schools should use the PE and sport premium to secure improvements in the following 5 key indicators.

1. Engagement of all pupils in regular physical activity
2. Profile of PE and sport is raised across the school as a tool for whole-school improvement
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport.
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport

Following a self-review of PESSPA provision Heathfield identified key priorities for the academic year of 2020-2021 against the 5 expected outcomes. It is important to note that all actions and developments from previous academic years will continue in line with ensuring sustainability. This document outlines Heathfields' use of the PE and Sport Premium and the impact of our most recent actions in 2020/2021.



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### Key achievements to date:

- 100% pupils in EYFS accessed training with British Cycling's Ready Set Ride programme
- 100% of pupils in Years 5 and 6 accessed the Learn to Ride, Level 1 or Level 2 Bikeability programme
- 83 pupils have represented Heathfield Primary School in level 2 virtual school sport competitions
- 35 Competitive personal challenges (Level 0 Competitions) took place in 2020-21
- 122 pupils engaged with intra school level 1 competitions during lunchtimes (+7% from 2019-20)
- 20 competitive inter school (level 1) competitions took place in 2020-21
- Significant investment into bikes to increase capacity to deliver cycling training within school
- Significant investment into inclusive resources to broaden PESSPA offer
- 30 long term bike loans secured and sourced out to pupils in partnership with The Active Wellbeing Society, Birmingham
- Dr Bike workshop delivered with over 20 bikes being serviced and minor repairs carried out in partnership with The Active Wellbeing Society, Birmingham
- 80 places offered to pupils in out of school hours learning (OSHL)
- Staff have accessed subject specific training in PE and School Sport (including the LTA Primary Teacher Training Award, YST Sports Ability Award & UK Sports Inspiring Positive Behaviour award)
- Virtual experience of PE, sports and activities on offer to pupils
- Successfully rolled out virtual scheme of work for PESSPA during lockdown 2.0 & 3.0
- Produced virtual after school club provision for all pupils to access during lockdown 2.0 & 3.0
- Delivered 15 hours of live virtual PE
- 2020-21 School Games Mark awarded



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**Academic Year 2020-2021**

**KP1: Engaging pupils in regular physical activity- kick- starting healthy active lifestyles.**

School focus	Key actions to achieve	Evidence/Intention	Actual Impact – End of year review
<p>To promote physical activity as part of a healthier lifestyle</p>	<p>Heath based learning to be a focus during PE.</p> <p>Additional opportunities to be physically active timetabled into the school day.</p> <p>New healthy lifestyle clubs to be delivered to school community.</p> <p>For every pupil in EYFS to have frequent access to a balance bikes. For every pupil in KS1 and KS2 to have the opportunity to learn how to ride a bike and have access to adequate resources on site to develop cycling proficiency.</p>	<p>Two units of health-based learning per academic year to be timetabled for all pupils. This was added to the annual curriculum map.</p> <p>Pupils to have access to increased opportunities to be physically active throughout the school day. Two additional health-based clubs to be run weekly. Internal trackers used to monitor the data of the least active pupils, pupils identified to be offered additional opportunities.</p> <p>Pupils to develop additional skills to support and engage them to be physically active and live an active lifestyle.</p> <p>100% of pupils in EYFS will receive training with the use of balance bikes.</p> <p>Teaching and support staff will deliver Ready Set Ride programme. Internal trackers will be used to measure the data.</p> <p>100% of pupils will have access to the Bikeability programme.</p>	<p>100% of all pupils accessed 2 heath-based PE units of work, in addition to this, live lessons were made available during remote learning.</p> <p>4 weekly intervention health clubs delivered to targeted pupils in KS2 since the reopening of schools.</p> <p>100% of pupils in EYFS have accessed a minimum of 6 hours physical development lessons focused on the development of cycling. Pupils have accessed and progressed through British Cycling's Ready Set Ride programme delivered by teachers and support staff.</p> <p>Additional bikes and balance bikes were purchased and made accessible during for children to access during the midday break.</p> <p>100% of EYFS staff and sports staff have access to the schemes of work for the HSBC Ready Set Ride programme and have been supported in their delivery by the Trust Lead for Sport.</p> <p>In partnership with TAWS 100% of pupils in years 5 and 6 had access to undertake the Bikeability level 1 and 2 awards. 35% of pupils who undertook the training successfully completed the</p>



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			level 2 minimum standards and gained the level 2 award.
To use physical activity and sport as an intervention for the least active pupils	<p>Targeted least active pupil's groups to access additional PA before/during/after school clubs.</p> <p>New playground markings to encourage PA movement throughout school day.</p> <p>Additional physical activity to groups/classes who are less engaged. Offer incentives to pupils engaged in PA and sport interventions.</p>	<p>Higher levels of pupil engagement in PA and school sport.</p> <p>Weekly personal challenges introduced to all pupils, monitored by internal tracker.</p>	<p>New timetable implemented creating additional targeted physical activity zones to increase PA during the school day.</p> <p>38 weekly personal challenges delivered engaging 98% of all pupils in regular physical activity. Increase in engagement of 7% from 19/20.</p>
To further establish links with local community groups to support physical activity away from the school.	Work in partnership with community sports clubs to engage school community further.	<p>External coaches from football, cricket and BMX community clubs offering 5-week block taster sessions during lunchtime and after-school clubs.</p> <p>Exit routes provided with 20 pupils accessing community sports clubs, recorded through PESSPA tracking system.</p> <p>Two community events held to promote the services of Active Wellbeing Society.</p> <p>20 families engaged with external programmes delivered in partnership with TAWS, including a family Bikeability programme during school holidays.</p>	<p>Warwickshire Cricket Board (WCB) coaches delivered 10 hours of specialist cricket coaching to 17 pupils. Exit routes were provided to pupils in partnership with WCB to local community clubs.</p> <p>Two community engagement events hosted with TAWS. 30 long term bike loans to pupils after successfully completing Bikeability.</p> <p>Student bikes serviced and repaired as part of the community engagement events to encourage the school community to access cycling more frequently and as part of their active travel.</p> <p>Staff given access to TAWS leisure passes, enabling free access to PA and fitness classes community parks and leisure centres.</p>



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

School focus	Key actions to achieve	Evidence/Intention	Actual Impact – End of year review
Use sport and physical activity as a vehicle to support whole school improvements.	<p>PESSPA to build upon individual life skills with a focus on confidence, resilience, teamwork, and creativity.</p> <p>School to host regular community PESSPA events to raise the profile of PESSPA.</p>	<p>School to hold annual awards to celebrate pupils achievements and participation in PESSPA.</p> <p>To encourage school community participation in PESSPA events and activities and in turn provide opportunities for school community to become more active.</p>	<p>Awards given to pupils identified for commitment and engagement with PESSPA and working within school values constantly.</p> <p>Regular school newsletters and social media communications have been shared with the school community sharing PESSPA updates and opportunities for involvement above and beyond the school day.</p>
Silver/Gold school games mark achieved at Heathfield School	Seek guidance from Silver/Gold School Games Mark to obtain award.	<p>Award being obtained.</p> <p>Raising profile and achievements of P.E at Heathfield School and sharing good practise with school community.</p>	Heathfield School successfully achieved School Games Mark award.

### KP3: Increasing confidence, knowledge and skills of all staff in teaching P.E and Sport.

School focus	Key actions to achieve	Evidence/Intention	Actual Impact – End of year review
Provide subject specific bespoke professional development for teaching staff	<p>All teaching and support staff delivering swimming lessons to receive school swimming CPD.</p> <p>Twilight CPD offer for staff to attend subject specific sessions with Trust Leader of Sport.</p> <p>100% of EYFS staff to receive Ready Set Ride CPD throughout the academic year.</p> <p>All staff to have access to online schemes of work to support with the delivery of the curriculum.</p>	<p>Staff becoming more confident and competent in delivering swimming lessons to children. Children then receiving high quality swimming provision.</p> <p>Staff becoming more confident and competent in delivering the Ready Set Ride scheme of work following CPD. Sustainable approach to delivering the programme internally.</p>	<p>All members of EYFS staff have co-delivered taster sessions for Ready Set Ride with subject lead.</p> <p>100% of teachers reported an increase in their ability to maximise active learning time during P.E.</p> <p>2 teachers in Y3&amp;4 received 1:1 specialist cricket coaching development.</p> <p>Sports apprentices successfully undertook Level 2 multi skills qualification.</p>



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			<p>100% of lunchtime supervisors and teaching assistants received training to support the delivery of physical activity during lunchtimes and playtimes.</p> <p>Sports coaches received the Swimming Teacher's Assistant Award from the Institute of Swimming.</p> <p>100% of support staff in sports department received training to support more inclusive practice through the YST Sportsability Award</p>
<b>KP4: Offering a broad experience of a range of sports and activities offered to pupils.</b>			
School focus	Key actions to achieve	Evidence/Intention	Actual Impact – End of year review
To expose pupils to different activities and/or events.	To work with additional specialist coaches to create more opportunities for pupils to engage in new sports and physical activity.	<p>Reduction in non-engaged pupils within OSHL PA and sport clubs.</p> <p>Children accessing a wider range of sporting activities during school and more inclusive opportunities. The impact of this will be more children engaging in physical activity.</p>	<p>During the Summer term 56 pupils were engaged with sports clubs and activities. This was an uptake of 70% of places offered.</p> <p>This also included 10 hours of specialist support from WCB.</p> <p>Virtual physical activity sessions provided for pupils to access during school closure in Lockdown 2.0 and 3.0.</p> <p>Investment in new age Curling, Netball and Handball experiences within our PESSPA offer.</p>
Pupils in years 5 and 6 to access the Bikeability programme through effective partnership work with The Active Wellbeing Society (TAWs)	<p>Effective partnership work with TAWs</p> <p>Organise dates for pupils in upper KS2 to access Bikeability.</p>	<p>Children becoming more confident and competent at riding a bike.</p> <p>Children encouraged to actively travel to and from school.</p>	<p>55 pupils successfully completed Bikeability L2 award.</p> <p>40 pupils successfully completed Bikeability L1 award.</p>



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			15 pupils successfully completed Learn to Ride award.
<b>KP5: Increased participation in competitive school sport</b>			
School focus	Key actions to achieve	Evidence/Intention	Actual Impact – End of year review
To introduce personal challenges to engage least engaged pupils	To use personal best challenges to support the least engaged pupils.  Rewards schemes offered to pupils who engage with Personal Challenges.	Pupils engaging in personal challenges and engaging in self development opportunities through trying to achieve better outcomes.	35 weekly personal challenges facilitated engaging a total of 360 (96%) pupils.  Significant investment in personal challenge resources including items such as skipping ropes to ensure pupils could undertake personal challenges consistently and independently.

<u>Swimming and water safety</u>	
Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently, and proficiently over a distance of at least 25 meters when they left your primary school at the end of last academic year?	32% – data from 2019/20 as no swimming provision took place in 20/21 due to CV19.
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke] when they left your primary school at the end of last academic year?	32% – data from 2019/20 as no swimming provision took place in 20/21 due to CV19.
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	32% – data from 2019/20 as no swimming provision took place in 20/21 due to CV19.
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?	No



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### **Swimming summary statement**

In 2020/2021 Swimming provision was severely impacted by COVID-19. As a result of school swimming took place this academic year. Next year the school will have a put-up pool built on site, all pupils in year 5 will participate in swimming during an intense block with specialist on site provision. This provision has been booked in and will take place during the summer term 22.