



## Prince Albert School Sports Premium report 2020/21

In the academic year 2020/21 Prince Albert Junior and Infant School received £21,890 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 Prince Albert already offers. Furthermore, Prince Albert 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 Prince Albert 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 Prince Alberts' use of the PE and Sport Premium and the impact of our most recent actions in 2020/2021.



## Prince Albert School Sports Premium report 2020/21



### 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 have accessed to Learn to Ride, Level 1 or Level 2 Bikeability programme.
- 553 (100%) pupils engaged with Intra school level 1 virtual competitions.
- Significant equipment investment to deliver a broaden PESSPA offering.
- 80 places offered to pupils in OSHL during the summer term.
- 160 pupils accessing Bikeability training during the summer term.
- 128 pupils successfully undertaking Bikeability level 1 training.
- Staff have accessed subject specific training (LTA Primary Teacher Training Award, YST Sports Ability Award & UK Sports Inspiring Positive Behaviour award).
- Successfully delivered virtual scheme of work for PE during Lockdown 2.0 & 3.0
- Facilitated virtual after school club provision for all pupils to access during Lockdown 2.0 & 3.0
- 2020-21 School Games Mark awarded
- Health-based learning embedded as part of the PE curriculum.

**Academic Year 2020-2021**

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

School focus	Key actions to achieve	Evidence and impact	Actual impact – End of year review
<p>To promote physical activity as part of a healthier lifestyle.</p>	<p>Health based learning to be given additional time during timetabled PE.</p> <p>Additional Physical activity (PA) opportunities timetabled into the school day.</p> <p>New healthy lifestyle clubs to be delivered to school community.</p> <p>To give access to every pupil in EYFS to the use of a balance bikes.</p> <p>To provide every pupil in KS2 with the opportunity to learn how to ride a bike.</p>	<p>Two units of health-based learning per academic year to be timetabled for all pupils. This will be added to the yearly scheme of work.</p> <p>Pupils to have access to increased opportunities to be physically active throughout the school day. Internal trackers will be used to monitor the data of physical activity levels.</p> <p>Pupils to develop additional skills (with cycling being a focus) 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 HSBC ready set ride programme. Internal trackers will be used to measure the data.</p> <p>100% of pupils will have access to British cycling's Bikeability programme.</p>	<p>100% of pupils in EYFS participated in regular Ready Set Rides sessions.</p> <p>100% all years 5 and 6 pupils participated in learn to ride opportunities.</p> <p>128 pupils (23%) successfully completed the minimum standards for Bikeability level 1 award.</p> <p>32 pupils (9%) successfully completed the minimum standards for Learn to Ride award.</p> <p>Targeted lunchtime zones launched with new active play markings implemented.</p> <p>Additional resources shared electronically to engage pupils in regular physical activity during home learning or lockdown. This included out of school hours clubs and a virtual P.E offer.</p>

***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 and impact	Actual impact – End of year review
<p>To use school sport and physical activity to support whole school improvements.</p>	<p>School sport action plan to support and correlate with SDP.</p> <p>To create a data collection process that highlights improvements in key areas as identified by school SLT.</p>	<p>Trust lead for PE and sport to work with the Pastoral Lead to design physical activity programmes for children to participate in during the mid-day break.</p>	<p>As a result of the newly implemented lunchtime zone activities, children had access to a wider range of opportunities during the mid-day break and were more engaged in physical activity. Students were more focused during their learning in the</p>

			<p>afternoon and participated more frequently in physical activity throughout the school week.</p> <p>Additional resources shared electronically to engage pupils in regular physical activity during home learning or lockdown. This included out of school hours clubs and a virtual P.E offer to support pupil mental health and wellbeing.</p>
<b>KP3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>			
School focus	Key actions to achieve	Evidence and impact	Actual Impact – End of year review
To ensure that all support staff receive subject specific professional development throughout the academic year	<p>To ensure that all CPD delivered is bespoke and aligned with the insight gained from the staff audit.</p> <p>To ensure that sports apprentices are well supported by providing funded NGB doorstep qualifications.</p>	<p>100% increase in all staff accessing some form of subject specific CPD</p> <p>100% of staff teaching swimming are given subject specific CPD and mentoring opportunities.</p> <p>Feedback from staff will be acquired through post CPD evaluation and summer term audit.</p> <p>All apprentices will achieve their respective L2 NGB qualifications.</p>	<p>100% sports apprentices successfully undertook the level 2 multi skills qualification.</p> <p>100% lunchtime supervisors, teaching assistants and playworkers received training to enhance the delivery of physical activity during lunchtimes and playtimes.</p> <p>Sports coach achieved the swimming teacher's assistant award from the Institute of Swimming.</p> <p>100% of support staff in the sports department successfully undertook training to support more inclusive practice through the YST Sportsability award</p>
<b>KP4: Broader experience of a range of sports and activities offered to all pupils</b>			
School focus	Key actions to achieve	Evidence and Impact	Actual Impact – End of year review
To expose KS2 pupils to a broader range of activities	Extracurricular competitions and enrichment opportunities are support all pupils based on their	Children accessing a wider range of sporting activities during school and more inclusive opportunities. The	During the summer term Warwickshire Cricket provided opportunities to pupils to

## Prince Albert School Sports Premium report 2020/21

to support living healthy active lifestyles.	<p>confidence and ability to access these activities.</p> <p>A pupil audit and regular pupil voice will support this process.</p> <p>To work with additional specialist coaches to create more opportunities for pupils to engage.</p>	impact of this will be more children engaging in physical activity.	<p>participate in the chance for Shine cricket program.</p> <p>Virtual extra-curricular offering created through the period of school closures. Further opportunities have been limited throughout this school year due to the restrictions in place as a result of CV19.</p>
--	--	---	---

### ***KP5: Increased participation in competitive school sport***

School focus	Key actions to achieve	Evidence and impact	Actual Impact – End of year review
To increase the number of and engagement in personal challenges.	<p>Personal challenge timetables to be created and amended half termly.</p> <p>Incentives offered to children attending personal best challenges.</p> <p>New playground markings created to additional capacity with Personal Challenges.</p>	<p>Pupils engaging in personal challenges and engaging in self development opportunities through trying to achieve better outcomes.</p> <p>PESSPA tracker system to be used to collate numbers, weekly personal challenges to be delivered during lunch times by the sports team.</p> <p>Rewards and incentives to be issued for pupils who engage or show commitment, resilience, teamwork and creativity.</p>	<p>553 (100%) Pupils were engaged in personal challenge competitive opportunities during the autumn term.</p> <p>Playground markings were marked out in each active zone, this supported pupils with undertaking personal challenges.</p> <p>Significant investment in personal challenge resources including items such as skipping ropes to ensure pupils could undertake personal challenges consistently and independently.</p> <p>Additional resources were also purchased to support the zone equipment bags, this enabled each class in school to have access to equipment for pupils to utilise during lunchtime and playtimes.</p> <p>15 virtual personal challenges available during school closure periods and shared with school community.</p>



## Prince Albert School Sports Premium report 2020/21



<b><u>Swimming and water safety</u></b>	
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?	7% - 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?	7% - 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?	7% - 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
<b><u>Swimming summary statement</u></b>	
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 autumn term 22.	