

PE and Sport Premium 2021-2022



Dacorum Education
Support Centre

At DESC we strongly believe that all children should have access to a thoroughly planned, progressive physical education programme, which places emphasis on developing a wide range of physical competences, while encouraging healthy competition and teamwork. Our PE and Sport Premium funding will be allocated as follows:

Number of Eligible Pupils on Roll: 2	Funding Received: £2000
---	--------------------------------

Description of Project, Activity or Product and Cost What are we going to do? How much will it cost?		Objectives inc. Key Indicators Covered (see DfE Guidance) What do we hope to achieve? Where will we see improvement?	Monitoring Procedures and Progress How will we measure success towards our objectives?	Outcomes and Evidence To what extent have our objectives been achieved? How do we know?
Improve learner’s confidence and therefore their willingness to engage in physical activity, particularly those with SEND needs affecting fine or gross motor skills. Address the delay in motor skill development caused by lack of early education due to school closures during the pandemic, or their reduced timetables in school, particularly for our EYFS and KS1 learners By: Purchasing range of resources that cater to children with different physical gross motor skills and interests, targeting resources at balance and coordination development. E.g balance games, gross motor games, stepping stones, trampette	1. 346.38	Key indicator: Improve “The engagement of all pupils in regular physical activity” Objective: To ensure that all children have access to physical activities that they choose to partake in, during playtimes and outdoor learning	Observations of pupil’s engagement during free play and structured adult-led physical activities Feedback from staff	EYFS and KS1/2 learners engaging in a broad range of activities Learners across EYFS and in KS1/2 showing improved keenness to spend break time outdoors (we have flexible indoor/outdoor break times to cater for the different social and emotional needs of the cohort)

<p>Decrease barriers to learners accessing P.E in school by facilitating them getting used to accepting not winning and using coping skills in competitive situations</p> <ul style="list-style-type: none"> - Resources for broader range of competitive games e.g, table tennis, pursuit ball, basketball 	212.97	<p>Key indicator: Increased participation in competitive sport</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Children demonstrating coping skills when not winning 2. Children engaging more and more in competitive types of activities 3. Children learning social skills to congratulate winner or show empathy if someone else is disappointed 	<p>Children are able to access P.E more and more in school</p> <p>(feedback from school links)</p>	<p>Learners are engaging in competitive games and showing improved coping skills particularly with losing</p> <p>A number of schools have reported that pupils who are transitioning have been accessing P.E and staying regulated better. Some children able to access extra-curricular sports team in school successfully. Allocated P.E. session every week</p>
<p>Decrease barriers to learners accessing P.E in school by developing opportunities for children to practise team work skills during physical activity</p> <p>By purchasing wider range of activities for children to engage in:</p> <p>Table tennis Team bonding belts games</p>	178.59	<p>Key indicator: Increased participation in competitive sport</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Children more able to stay regulated in team sports and games 2. Children to develop coping skills to deal with the emotions that lead to them not accessing team games in school 	<p>Observations of pupil's engagements Feedback from staff</p>	<p>Learners showing improved communication skills resulting in ability to stay engaged in team sports during P.E lessons</p>
<p>Improve learner's awareness of physical activity and how it affects the body by purchasing resources to support the use of Yoga as part of our regular curriculum:</p> <ol style="list-style-type: none"> 1. Yoga mats 2. Cosmic yoga subscription 	271.37	<ul style="list-style-type: none"> • Key indicators: Improve "The engagement of all pupils in regular physical activity" AND increased confidence, knowledge and skills of all staff in teaching PE and sport; 	<p>Observations of pupil's engagements Feedback from staff</p>	<p>Increase in children's engagement in indoor physical activity as part of structured sessions</p>

<p>3. Games/visual resources/teaching books to upskill/support the teaching of yoga</p>		<p>Objectives:</p> <ol style="list-style-type: none"> 1. Children are more aware of the link between mental health and exercise 2. Children are more likely to partake in physically active games during lessons 3. Children developing balance and coordination skills 		
<p>Encourage to take movement breaks and develop a sensory circuit</p> <ol style="list-style-type: none"> 1. Resistance bands 2. Sensory play mats 3. Black out pop up tent 4. Colour changing LED Bubble tube 5. Sensory cozy canoe 6. Sensory Skills programme book 7. Bubble Mirror 8. Mini trampoline 9. Scooters 10. Scooter helmets 11. Basketball hoop 12. Speedball set 13. Battle rope 14. A--mazing boards 15. Whalley Board 	<p>878.07</p>	<p>Key indicator: Increased participation in physical activity and encourage self regulation.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Children are more aware of the link between mental health and exercise. 2. Facilitate sensory process to help learners regulate and organise their senses in order to achieve 'just right' or their optimum (green zone) level of alertness required to be active learners 	<p>Observations of learners sensory regulation</p> <p>Observations of pupil's engagements</p> <p>Feedback from staff</p>	<p>Learners are able to recognise when they need a movement break and their sensory circuit is part of their everyday learning</p>

DFE Guidance

<https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools>

Funding for 2020 to 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.

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport offered.

This means that you should use the premium to:

- develop or add to the PE and sport activities that your school already offers;
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.

There are **5 key indicators** that schools should expect to see improvement across:

- the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school;
- the profile of PE and sport is 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 of a range of sports and activities offered to all pupils;
- increased participation in competitive sport.

For example, you can use your funding to:

- provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively;
- hire qualified sports coaches to work with teachers to enhance or extend current opportunities;
- introduce new sports, dance or other activities to encourage more pupils to take up sport and physical activities;
- support and involve the least active children by providing targeted activities, and running or extending school sports and holiday clubs;
- enter or run more sports competitions;
- partner with other schools to run sports activities and clubs;
- increase pupils' participation in the [School Games](#);
- encourage pupils to take on leadership or volunteer roles that support sport and physical activity within the school;
- provide additional swimming provision targeted to pupils not able to meet the swimming requirements of the national curriculum;
- embed physical activity into the school day through active travel to and from school, active playgrounds and active teaching.

You should not use your funding to:

- employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements - these should come out of your core staffing budgets;
- teach the minimum requirements of the national curriculum - including those specified for swimming (or, in the case of academies and free schools, to teach your existing PE curriculum).
- fund capital expenditure – DfE does not set the capitalisation policy for each school – school business managers, school accountants and their auditors are best placed to advise on a school's agreed capitalisation policy