

Mary Hare Primary School 2020/2021

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • All Year 6 children met national curriculum requirements for swimming • Dance curriculum – Source a qualified Teacher with Dance background • Build links with Panathlon Challenge and participate in events alongside other deaf children from deaf schools across the UK • Achieved School Games Mark Gold Award • Weekly Yoga sessions • Inspirational speaker: Deaf sporting role models 	<ul style="list-style-type: none"> • Links with mainstream schools to enable our deaf children to become confident communicators with hearing children • After school clubs • Attending competitions • Staff training

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/**NO** * Delete as applicable

Meeting national curriculum requirements for swimming and water safety. N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.	
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 2021.	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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?	Yes/ No

Academic Year: 2020/21	Total fund allocated: £	Date Updated: July 2021		
Key indicator 1: 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: %
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:
To promote engagement of physical activity and collaboration during outside flexible break times.	Introduction of Loose Parts Play, risk benefit assessments undertaken with the children. Sourced loose parts from Community Playthings and wider community.	£3000	Pupils have developed their team building skills, increased collaboration and communication skills. Those pupils who were observed playing alone are more interactive with others. Shared with parents.	Continue to add different loose parts e.g. crates/pipes in readiness for our move to the new school site and consider Forest schools training
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: %
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:
To become accepting in their deaf identity and understand that deaf people can do anything, nothing should be a barrier to participation.	Zoom assembly with England deaf rugby player – Jodie Ounsley		Pupils created questions to ask. Aspired to deaf sporting role model and did not see their deafness as a barrier. Shared in weekly newsletter to parents and school website.	Link with Panathlon to provide different deaf role models to visit school

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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:
To create a sense of belonging and pride by representing the school and increasing confidence and self esteem.	Order PE t-shirts for pupils and staff to provide a sense of identity when teaching/supporting PE and representation of school as one team	£489.50	Pupils have mentioned they feel smart in their PE kit as they are all wearing the same. Feel proud to represent their school and have a sense of togetherness.	Consider move to new site and purchase blue hoodies for children in line with MHSS PE kit
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
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:
To ensure all pupils have the opportunity to engage in a broader range of sports and fitness activities in which they would not normally participate.	Contact mobile climbing company, 2 separate days were implemented for whole school participation. Yoga: weekly sessions for all children every half term on rotation.	£620 £1900	Mobile climbing wall: increased confidence and physical ability. Shared in achievements with each other and parents, weekly newsletter with photos. Mill on the Brue outdoor activity weekend, canoeing, crate stacking, zip wire.	Provide this opportunity again next year for new pupils to experience and seek different sports/activities of interest. Funding support available for those with pupil premium to attend MotB?

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
Due to COVID this did not happen. Pupils were able to compete within school against each other during PE lessons and break/lunchtimes.				Focus for next year, links with mainstream school and local competitions depending on pupil numbers.

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