



# MOTTRAM ST. ANDREW PRIMARY ACADEMY

## PE AND SPORT PREMIUM

**PE AND SPORT PREMIUM FOR 2021/22: £17400**

### **AIMS:**

- Maintain the high profile of PE and Sport.
- Develop dance teaching across school.
- Encourage activity at lunch time.

### **Planned Expenditure: 2021/22**

Dance Teaching	£4000
Free after school sports clubs	£9275
Fallibroome payment for cluster events.	£525
Sports Day	£500
Equipment for lunch time	£2500
PE Coordinator Time	£600
Total	£17400

## EVALUATION

### 1. Maintain the high profile of PE and Sport

Fallibroome cluster events fee	£525
Transport to cluster events	£600
Sports Day: Additional staff to ensure maximum participation	£200
Free enrichment sports clubs	£11200

Participation in free enrichment sports clubs:

	<b>Percentage of children who attended an enrichment sports club</b>
Reception	81%
Year 1	85%
Year 2	61%
Year 3	46%
Year 4	52%
Year 5	58%
Year 6	61%

Some cluster events re-established following the pandemic.

All children, from Reception to Year 6, participated in Sports Day with high levels of engagement with the different athletic based activities. Most children had a parent who attended.

#### **Impact:**

Begun to re-establish participation in competitive sport following the pandemic.

Experience of a range of sports and activities offered to all pupils.

#### **Sustainability:**

Continue to celebrate participation and success in competitive sport.

Continue to offer free sports clubs to all year groups.

## 2. Develop dance teaching across school

Specialist dance teaching, observed by class teachers for CPD	£4000
<p>A teacher from Cheshire dance delivered blocks of dance lessons across school from Nursery to Year 6. These were planned on a topic requested by the class teacher to link with other areas of the curriculum.</p> <p>Staff feedback:</p> <ul style="list-style-type: none"><li><i>Chloe delivered dance sessions linked to our Year 6 topics. As well as identifying cross-curricular links, she shared her approach to planning and how lessons can progress, building on previous learning. She also modelled warm-ups and useful ways to engage the class ready for dance.</i></li><li><i>The lessons I did observe were great and it was good to see the progression of a given theme developed over several weeks. Also, Chloe's use of visual aids to gather the children around her were clear and affective.</i></li><li><i>I loved the dance sessions from Chloe. She was very resourceful with her ideas and the props she used to help the children learn through the dances she planned. Each lesson followed a very similar, simple format which made it an easy formula to replicate.</i></li><li><i>As someone with little experience in planning and teaching dance, I was impressed with the way Chloe engaged the class from the outset through dance before they even got to the PE space. The dance lesson began in the classroom and this was something I'd never considered before.</i> <i>I found the sessions were linked really well to our topics and I learned that even the smallest ideas could be developed into sequences of movement. Once concepts were modelled, the children were able to create routines from their own ideas.</i> <i>The small steps that were built on each session were also very well demonstrated which will help me when planning a series of dance lessons in the future.</i></li></ul>	
<p><b>Impact:</b></p> <p>Increased confidence, knowledge and skills of class teachers in teaching dance.</p>	
<p><b>Sustainability:</b></p> <p>Class teachers able to teach the unit of work which they observed this year.</p> <p>Class teachers able to embed what they have learnt in all of their dance teaching.</p>	

### 3. Encourage activity at lunch time

Lunch time equipment	£900
Equipment was purchased to encourage active play during lunch time.	
<b>Impact:</b> Increased activity at lunch time is observed across all year groups.	
<b>Sustainability:</b> Continue to develop lunch time provision, including organisation of activities.	

## SWIMMING

Meeting National Curriculum requirements for swimming and water safety by the end of Year 6.

Swim competently, confidently and proficiently over a distance of at least 25 metres.	87%
Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.	83%
Perform safe self-rescue in different water-based situations.	83%