



Sports Premium Strategy 2021-22

(Updated July 2022)

Believe and Achieve

"Behind every young child who believes in themselves is an adult who believed first."

At Hindley Junior and Infant school, we strive to create a safe, inclusive and inspiring environment which enables everyone to believe in themselves and achieve their aspirations.

We believe that our children need to possess key characteristics if they are to flourish in school and wider society. Opportunities to build upon, teach and celebrate these characteristics are interwoven into all aspects of school life. We endeavour for every child to be respectful, resilient, honest, determined, confident, cooperative and ambitious

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
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 children may swim in another year please report on their attainment on leaving Primary school.	14/30 (September 2021) 22/30 (July 2022)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	14/30 (September 2021) 22/30 (July 2022)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	14/30 (September 2021) 22/30 (July 2022)
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. Children have swimming lesson weekly in the Reception class.
<i>The children have school swimming lessons in Reception and Year 4. All children receive a letter/message when they are in reception encouraging their parents to arrange private swimming lessons. Any children who are not swimming at the expected standard at the end of Year 4 receiving a letter informing their parents that they are not swimming at the expected standard, and we strongly recommended that they pursue swimming lessons. When children reach Y6, children who are not currently at the standard will receive intense swimming lessons in the summer term also.</i>	

Academic Year: 2021-22	Total fund allocated: 17,780	Lead in school : Stephen Wallace (Headteacher) and Caroline Thompson (Governor)
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Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Re- introduce (following COVID) a daily 'Wake up & Shake Up' exercise routine for all children.	<ul style="list-style-type: none"> All classes participate in 'Wake Up & Shake Up' regularly (3x per week) Introduce Friday morning whole school routine before school (spring term onwards) Purchase/source routines 	£250	<ul style="list-style-type: none"> Sessions are up and running and children are participating in daily Wake up & Shake Up exercise routines. 	<p>Continue 22/23. Promotes physical activity/fitness. Also gives the children an active brain break between learning.</p> <p>Whole school Friday morning routine before school wasn't practical.</p>
Provide a variety of structured exercises/activities at lunchtime for all pupils to access.	<ul style="list-style-type: none"> Survey children on interests and purchase variety of games/activities for lunchtime and playtimes. 	£500 N.B Plus spent remaining Sports premium funding balance towards cost of outdoor climbing equipment. See notes in sustainability and suggested next steps column.	<ul style="list-style-type: none"> A variety of equipment is available, and games/activities are being played by the children regularly. 	<p>More football pitches and basketball areas allows for more structured games (improved teamwork, problem solving cooperation etc.).</p> <p>Huge investment in outdoor climbing equipment has improved children's core strength and coordination significantly e.g. when first introduced 3 children across the school could do the monkey bars, now over 50% can.</p>

Ensure all classes have at least two hours of structured Physical Education time every week (quality resources for effective provision)	<ul style="list-style-type: none"> All staff timetable and deliver at least two (one hour) lessons per week. High quality resources available to deliver quality, active lessons. 	£1500 (resources)	<ul style="list-style-type: none"> All children will be accessing two PE lessons per week. High quality resources available to allow quality, active lessons to be delivered. 	The quality of PE lessons is good. PE has been monitored. Due to timetabling of hall and capacity, two classes only had one allocated time slot in the hall (other hour lesson had to be outside). Next year, two classes will have to do PE in the morning, so the sequencing of lesson is not affected by weather.
Hard to reach, disengaged, identified children will attend a 'healthy lifestyle club at lunchtime.	<ul style="list-style-type: none"> Identify children on a termly basis. (Introduce Autumn term 2) Invite them to club(s) and expose to a variety of physical activities: improve confidence, fitness, coordination and/or social skills. 	£1500	<ul style="list-style-type: none"> Targeted children regularly attended. Increased fitness, confidence and/or coordination 'targeted children' demonstrating a positive attitude towards physical activity/PE. 	Children enjoyed the sessions. From pupil voice, children enjoyed PE lessons more and participation in PE lesson was not an issue. Children more confident. Continue next year.

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

School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Sports awards/certificates are incorporated into weekly celebration assemblies	<ul style="list-style-type: none"> Individual and team achievements are celebrated in assemblies. 	£250	Awards have been given out regularly during assemblies	Children enjoy being rewarded and acknowledged for their sports achievements, in school and outside of school, in assemblies a don Dojo/Facebook. Continue in 22/23
Sporting achievements are shared on the school website, Dojo pages and schools Facebook Page	<ul style="list-style-type: none"> Team and individual success stories are shared, and parents/carers can share and comment on threads. 		<ul style="list-style-type: none"> A variety of sports stories have been shared. 	Little/no cost and children's confidence is improved. Continue next year. Next year, encourage parents to send in more pics of sports achievements so we can share on Dojo
An updated notice board/ piece of artwork outside of school to	<ul style="list-style-type: none"> PE lead to arrange for notice 	£250	<ul style="list-style-type: none"> Noticeboard highlighting 	Signposting of clubs has been done mainly via electronic forms

<p>make parents and children more aware of the benefits of regular physical activity.</p>	<p>board to be updated at least termly.</p>		<p>positive impact of Physical activity on playground.</p> <ul style="list-style-type: none"> • Signposting parents to local sports clubs. 	<p>of communication i.e. Facebook and Dojo.</p> <p>The 'noticeboard' is nice and the children enjoy looking at the pictures, but not many parents/carers look at it (parents respond better to electronic forms of communications).</p> <p>Next year continue to share via dojo and develop a central list of contacts to signpost parents to.</p>
<p>Inspire children to play sports and achieve their best</p>	<ul style="list-style-type: none"> • Organise trips/opportunities for children to watch 'elite' sports fixtures/competitions • Encourage and promote out of school sports clubs with the children. • Invite a range of 'inspiring' visitors into school to talk to the children. • Share inspiring stories through assemblies 	<p>£1000 (travel)</p>	<ul style="list-style-type: none"> • Children will have attended live sporting fixtures. • Children will be more aware of inspiring people/sports people, role models 	<p>Children did not manage to attend live sports fixtures this academic year (wasn't worth the risk with COVID). Organise for next year.</p> <p>Out of school sports clubs promoted/shared electronically with parents/carers.</p> <p>Inspiring visitors – cricket coach, Sort of Champions UK (CIC) athletes, this was hindered by people being reluctant to visit schools due to COVID.</p> <p>Allocated money was spent on outdoor climbing equipment for the playground.</p> <p>Next year: this has to be a priority to raise aspirations.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
A highly qualified sports coach will be employed to work alongside teachers in delivering PE, thus upskilling the teachers in delivering PE lessons	<ul style="list-style-type: none"> Continue to employ highly experienced qualified coach/consultant Timetable PE lessons so the coach/consultant can support the maximum number teachers/staff to deliver/assess PE 	7,500	<ul style="list-style-type: none"> Teachers have access to high quality session plans & knowledge (via highly qualified sports coach/consultant in school) 	<p>Monitoring shows improvements in teacher's pedagogy and subject knowledge.</p> <p>Monitoring demonstrates that children learn and remember more (i.e. specific skills, rules and tactics) etc.</p> <p>Teachers provided with personal feedback form highly qualified sports coach termly following intense 1:1 CPD. Ultimately improving the quality of teaching & learning.</p> <p>Next year continue to monitor.</p>
To implement a rigorous monitoring cycle regarding the quality of PE across school.	<ul style="list-style-type: none"> Regular visits to lessons (2x per half term) Regular discussion with pupils regarding PE lessons. Teachers receive personalised feedback of strengths and areas for development half termly from PE lead and coach/consultant. 		<ul style="list-style-type: none"> The agreed curriculum will be delivered in line with HJI skills and knowledge Teachers receive personalised feedback of how to further improve their on pedagogy and cat upon feedback. 	<p>PE subject leader had good understanding of standards across the school.</p> <p>Teachers acted upon areas for development – resulting in improvements of pedagogy and ultimately learning.</p> <p>Monitoring demonstrated that children were making progress within PE.</p> <p>Next year continue to monitor.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Offer a wide range of activities both within and outside of the curriculum	<ul style="list-style-type: none"> Timetable activities (lunchtime 	£4000	<ul style="list-style-type: none"> The curriculum covers 	A range of clubs were offered throughout the year free of

in order to get the majority of pupils involved in extracurricular sports	clubs - see above. And a variety of after-school clubs per week) based on children's interests (survey children).		<ul style="list-style-type: none"> a range of sports and activities in line with the NC. Free of charge extra-curricular clubs Children engaged in physical activity after school: positive benefits of mental and physical health. 	<p>charge. Different club(s) each night after school. Participation numbers were good.</p> <p>Focused lunchtime clubs were offered to identified children to raise confidence and/or fundamental movement skills or fitness. Continue next year.</p>
Give the children the opportunity to participate in swimming lessons in their early school life: gain valuable life skills and water confidence.	<ul style="list-style-type: none"> Reception children will have small group swimming lessons every week throughout the year. 	£1000 (part of cost)	<ul style="list-style-type: none"> Children swimming weekly. Children confident in water. 	Due to COVID and local/national shortage of swimming instructors, it was not possible for Reception children to go swimming 21/22. Allocated money was spent on outdoor climbing equipment for the playground.

Key indicator 5: Increased participation in competitive sport

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Ensure all children have the opportunity to take part in inter and intra school competitions.	<ul style="list-style-type: none"> Children have several opportunities to compete in interschool competitions. (At least 15 interschool competitions across the academic year). Ensure all children participate in at least two intra-school sporting competitions. To host an inter-school sports tournament at Hindley J&I. Build up links with local grass roots level sports clubs to signpost children to out of 	£1000 (mainly travel costs)	<ul style="list-style-type: none"> Competition lists Awards/recognition in assemblies, Dojo, Facebook etc. Pupil surveys 	<p>Inter school competitions were hindered by COVID measures in 21/22. Competitions were entered (4) but not 15. All children competed in 5 intra-school competitions: Sports day; football, triathlon x 2 and one mile run. Children signposted to football, rugby and martial arts clubs.</p> <p>SEND competitions were postponed due to COVID.</p>

	<p>school hours.</p> <ul style="list-style-type: none"> • Enter children into SEND specific interschool competitions. 			<p>Allocated money was spent on outdoor climbing equipment for the playground.</p> <p>Next year: priority need to be embedding inter-school competitions for all children.</p>
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