

## Primary PE and Sport Premium Report for 2020/2021



The Primary PE and Sport Premium is ring-fenced funding to be used by the school to achieve self-sustaining improvement in the quality of PE and sport in primary schools. It is important to emphasise that the focus of spending must lead to long lasting impact against the national vision that will live on well beyond the Primary PE and Sport Premium funding and benefit pupils both now and in the future.

The national vision is for: *“All pupils leaving primary school [to be] physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport.”*

In the academic year September 2020 –July 2021, we will/have received **£18,440**. Date completed 9/07/2021.

1. The engagement of <u>all</u> pupils in regular physical activity – kick-starting healthy active lifestyles, including any additional provision for swimming funded by the premium. Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school.				Percentage of total allocation <b>£5,150</b> <b>28%</b>
<i>Outcome: What are you aiming to achieve?</i>	<i>Funding Allocated</i>	<i>Actions to achieve the outcome</i>	<i>The IMPACT on pupils (actual or expected)</i>	<i>Sustainability &amp; Next Steps?</i>
Extracurricular swimming Top Up We will be focussing on All of those year 6’s that haven’t achieved 25m to swim in the last term of school in order to try and achieve 100% of our year 6 cohort swimming 25m and performing safe self-rescue. JSB and IAC to receive extra swimming.	£800 (£20 per session per week for 30 weeks, Also Staff CPD/resources).  £2000 is also allocated for the top up provision for the Year 6's who haven't achieved their 25m.	Year 6’s that are still working towards achieving 25m and performing safe self-rescue will be identified and receive extra swimming in the last term of school to try and achieve a higher percentage of proficient swimmers.	This year we had a rise of swimmers leaving in year 6 despite the challenges of only being able to access the pool for half a year. Our percentage of year 6 leavers who achieved 25m was up from last year to 85%.	The sustainability of us taking this particular model of our swimming top up provision provides us with the opportunity to take children all year round that would have normally not have been able to access the pool in each term in the academic year. We are able to target specific groups of children that we feel benefit more from reduced numbers in the pool and more of a 1 to 1 lesson. We also now have a member of staff that is now a qualified swimming instructor.
EYFS to access gymnastics coaching sessions 1hr per week.	£450 12x30 sessions as well as age appropriate	EYFS are to utilise a gym coach for nursery children in order to receive an	This has already led to a much higher attainment in reception PE and physical activity where the	Teachers to support qualified gym coach in delivery of sessions, pupils to

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	EYFS resources.	hour-long session again. It will also be used to up skill staff in the delivery of fundamental movement and be used to purchase new equipment to support learning for whole school.	children are showing much more willingness to get themselves ready and be prepared for lessons and learnt at a very early age the benefits of physical activity. We have also noticed a vast improvement in the engagement and attendance of our pupils in the local community gymnastics club.	gain confidence and knowledge of fundamental movements in order to support curriculum learning throughout school. This will continue to be in place as we are now seeing greater community engagement with the gymnastics after school club that takes place 'out of hours' within the school. Parents and pupils have a much better view of physical activity being introduced earlier to it and are more willing to pursue exit routes and opportunities beyond the provided school provision.
Reception to have 1 hour structured timetabled PE with a specialist member of school staff	£300	To increase the standards and good practice across school. Reception have a member of specialist school staff to deliver weekly sessions of PE and fundamental movements.	Children have the continuity and progression of having quality sessions delivered weekly. Children's attitudes towards physical activity and PE is a lot more positive and their attainment is higher for the time they enter KS1 from EYFS.	A much brighter outlook is achieved for both children and parents/carers that see the progress and updates on children physical activities. An importance on health and wellbeing is established early to try to meet the standards the school wishes to set for the whole time a child is present at St Peter's.
Nursery to access a PE sessions once weekly with a specialist member of school staff	£300	To increase the standards and good practice across school. Nursery have a member of specialist school staff to deliver weekly sessions of PE and fundamental movements.	Children have the continuity and progression of having quality sessions delivered weekly. Children's attitudes towards physical activity and PE is a lot more positive and their attainment is higher for the time they enter KS1 from EYFS.	A much brighter outlook is achieved for both children and parents/carers that see the progress and updates on children physical activities. An importance on health and wellbeing is established early to try to meet the standards the school wishes to set for the whole time a child is present at St Peter's.
After school clubs at least once or twice per week for each year group.	£250	A member of school staff will deliver 2 after school clubs per night for	Following on from last year, we are not trying to use this as a means to increase attainment in our	Having a member of staff we feel we can tailor and adapt our after school

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<p>This allocation is for new equipment only to support the delivery.</p>		<p>every child within school to access from reception-year 6 depending on varying timetable throughout the year.</p>	<p>children as we have highlighted that after school clubs do appeal to the already active children. We are now using this provision to increase and engage those children who are less physically active, by appealing to those that would like a particular club, this year our St Peter's Boxing Club has been extremely successful in engaging children that previously throughout the year did not attend one of our physically active after school clubs.</p>	<p>club provision to target and identify those pupils that could benefit from physical activity and free after school clubs.</p>
<p>Dinnertime activity clubs to be improved through equipment and training.</p>	<p>£300</p>	<p>A member of school staff takes groups of children on a rota to access activities and opportunities to play and be physically active on dinner times in the sports hall.</p> <p>This year we have particularly focused on the higher ability pupils and pupils on the FSM register to work in small groups accessing different physical activities in the sports hall during dinnertime.</p>	<p>Children can access free or structured play informally through this opportunity and is a great tool for children to access. We see a positive outlook from children in relation to the sessions and the impact they have for the afternoon.</p> <p>This year we managed to use this time in order to have more pupils gain confidence, representing us at festivals, competitions and opportunities of physical activity that had previously not represented the school before.</p>	<p>Again having this included through members of staff we can keep this sustainable and are able to adapt and change where necessary, groups times and structures of the sessions. We are also extremely pleased with how these sessions have achieved their particular aims and targets for the children.</p>
<p>The creation of bubble equipment packs and games</p>	<p>£550</p>	<p>During the challenges this year we faced with covid, when children returned to school, and whilst some were, present in particular bubbles being vulnerable or key worker children, we had to create bubble packs. This was used for their structured timetabled bubble PE groups and outdoor playtime and breaks.</p>	<p>Children were able to play freely and still socialise with equipment adhering to guidelines at the time. It was extremely difficult though encourage children to play through activity and not share equipment so we bought bubbles packs consisting of different physical activities for them to freely choose.</p>	<p>Children were able to use these bubble packs year round for their classes and groups. As the school year progressed and we had more children, attending it was necessary to upgrade and buy more equipment to facilitate their needs.</p>
<p>Wellbeing Pupils Survey Pupils attitudes to school and self</p>	<p>£200</p>	<p>To help the school identify, manage and plan for the future in regards to</p>		

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tool (pass).		the opportunities and offers we give to our children. We planned for the end of this year to implement a pupil wellbeing survey/questionnaire. The aims of the survey were to identify any areas we could target or help with pupils return to school and the transition from lockdown back to normal school days.		
2. The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation £870 5%
Outcome: What are you aiming to achieve?	Funding Allocated	Actions to achieve the outcome	The IMPACT on pupils (actual or expected)	Sustainability & Next Steps?
100% SEND participation of years 5 & 6 at events, competitions and activities.  We are also willing to access paid events as Tees Valley Inclusion network now unfortunately do not get events funded as in previous years. Some consideration and allocation has been set aside to continue to provide these opportunities for our SEND children.	£420	Again, with close work and engagement with the fantastic team at the Tees Valley Inclusion network we are able to access events and opportunities for our SEND pupils at regular intervals throughout the academic year.  This year we have again had 100% SEND representation from our year 6 pupils.  This has continued for our second year in a row and is something we are extremely proud of achieving. This year we have also entered into open events, panathlons and hosted the CSSP SEND Athletics event at our school. Raising the aspirations for EVERY child and for whole school improvement.	Each child should feel a strong school identity and importance with their role within their school/ team. We are a school that has a high number and representation of pupils on the SEND register, this inclusion is extremely pertinent to introducing and maintaining a positive outlook for children in terms of physical activity and school sport.	To encourage ALL pupils to represent the school in order to improve progress and attainment.  We have also included provisions in order to enter open competitions and opportunities for SEND children outside of the school sport partnership.
School Games days, Tees Valley	£250	We are constantly trying to raise the	This year during Lockdown we had 3	Hopefully will help embed and

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<p>activities and opportunities for parents, carers and pupils to access opportunities within the school. Home learning activities and app based solutions to physical activity and learning to help with distancing measures and engagement during the school closure, in particular the subscription to the home court app. During 'lockdown' every week each year group were given home learning tasks and challenges to undertake in order to still engage with physical activity and leaning.</p>		<p>awareness and importance of what we are trying to achieve through creating, diversifying and delivering opportunities of physical activity and we are continuing to do this through walks, runs, sports days, and our stand-alone school games day events. This has been used through the schools 'lockdown and home learning phases' through portals such as ITS learning, facebook, schools website and parent mail. All of which were vital tools in sending home learning activities and tasks out during this difficult time. We are looking into some online and app based resources to bring our community together. Our virtual sports day was very well received with pupils and parents. We are also purchasing the homecourt app which we used for a very successful trial period during the school closure.</p>	<p>physical tasks sent home for each year group, we also provided opportunities of physical tasks, challenges and competitions, which kept our engagement with school sport and physical activity whilst school was shut. The positive response and enthusiasm from children, families, carers and parents was amazing to see.</p>	<p>strengthen the culture of physical activity and sport we promote to the wider community and families rather than just pupils and staff. Keep promoting the excellent practice and consider more social media streams to support efforts. Active parents/carers mean more active pupils and children. We took this further by using more social media and parent mail based tasks for pupils and families to undertake while the school was shut and children were asked to perform 'home learning tasks'.</p>
<p>Change 4 Life Club deliveries, /targeting the least active pupils with physical interventions during curriculum time. Also the introduction of YST 'girls active and stepping up for change'. We have continued to grow and develop GIRLS active and C4L groups since starting them 4 years ago. The response is</p>	<p>£200</p>	<p>Staff and children to be trained in the delivery of Change 4 Life clubs and Change for Life Champions training, in order to intervene for the least active children within school identified by either our PE assessment tool or our activity questionnaire. We have also continued to invest in our children especially our 'Active Girls'. After attending the initial YST Stepping up for change training, we have</p>	<p>The children who are identified and least active within the school have responded to change 4 life clubs and their aims. Over 83% of children who attend our C4L clubs have now gone onto either take an extra opportunity of after school club or have then gone onto represent us at future competitions, events or activities.</p>	<p>The sustainability of these clubs and focuses are evident now, with the culture of sport we are seeing develop through school. Pupils in lower school and foundation stages are seeing more pupils being engaged and active in their normal school day. The representation we see in school sport, physical activity and PE is</p>

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<p>fantastic and we have been identified to share our practice and enter case studies to the YST on our work with Girls active and our groups with whom we have been so successful with. This has continued into 2019-20 as we feel this is a vitally important part of our embedded PE and School Sport provision.</p>		<p>continued to enter and provide opportunities for girl's specific events. This has required more resources, transport and staff for these things in particular. We have continued to identify groups of girls and less active pupils to target through after school clubs and other extracurricular times. Our work has been taken on board with our sports partnership who now run girls specific events in order to promote these opportunities.</p>		<p>creating a more positive environment for those that are less confident. This is particularly evident in terms of our girls In school who are much more engaged with over 76% of girls in Key Stage 2 attending an after school club and 67% of girls in key stage 2 attending some form of physical opportunity competition or activity this year.</p>
<p>Physical intervention for those children who had not accessed any school during 'lockdown'</p>	<p>£200</p>	<p>During 'lockdown' we still had around a 1/3 of children attending the school. In order to bridge the gap and respond in a positive way to those children who needed support in their social and emotional wellbeing we offered after school clubs for those children who had not spent any time in school over 'lockdown'. We provided this at the first opportunity when deemed safe and each year group/bubble were offered this opportunity.</p>	<p>We felt this massively helped child with their confidence and emotional wellbeing and the demands of being back to school. Having children that has all been in a similar situation did help too as we thought that the confidence had shifted from those that had been attending school during lockdown compared to those that had not.</p>	<p>This has been delivered by one of our PE staff and has been brilliant in helping to try to raise confidence and stability emotionally for those children that felt the challenges of lockdown.</p>
<p>3. Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation £1,480 8%</p>
<p>Outcome: What are you aiming to achieve?</p>	<p>Funding Allocated</p>	<p>Actions to achieve the outcome</p>	<p>The IMPACT on pupils (actual or expected)</p>	<p>Sustainability &amp; Next Steps?</p>
<p>YST Active 30:30 training for wider staff, resources for teachers/areas. This is not just</p>	<p>£300</p>	<p>Promote Active 30:30 to more members of staff and deliver IN SCHOOL CPD on the subject to highlight the positive impact and</p>	<p>The impact should be healthier children and better learners, more concentration and opportunities for better or varied teaching</p>	<p>We will have area/subject leaders access YST 30:30 training and filter this down and help other teachers</p>

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allocated funding for the specific 30:30 YST initiative but also for any staff that have an interest in any particular CPD that may be of benefit to them and how they would like to implement activity with their class in the general and average school day.		benefits it will have for the WHOLE school. Each area will be given specific packages and resources to be able to increase the time spent in 'curriculum' lessons for children to be active'	methods for children who learn in different ways. It will make children and staff more active in their school days. This should allow staff more freedom and initiative to teach in an active and dynamic way that suits their intended planning and topic.	and staff within school promote, plan and implement physical activity throughout lessons. We will also ask the leadership team to implement this into lesson observations in the future to see if there are any physical elements to lessons/learning.
Opportunities for teachers to access top up courses and specialist opportunities to further knowledge or interest.	£500	To give teachers more opportunity of ownership and leadership through activities, encourage members of staff to highlight anything they believe to be strengths or weaknesses in teaching/delivery of PE/school sport and support that through specialist or partnership courses of CPD/ qualifications.	Provide confidence and knowledge for staff in delivery and support of PE, extracurricular and physically active clubs.	To give staff knowledge and confidence in order to deliver anything they feel to be appropriate for children. Help to cover a broad range of subjects and areas within the PE curriculum.
Wider staff to receive further training and CPD in relation to inclusion and working with children particularly SEND groups	£500	Due to the high proportion of SEND children within the school staff when audited felt they needed further training in relation to SEND PE and activities. We have attended CPD already this year but plan to further extend this knowledge to help best practice.	All pupils feel included and have access to high quality teaching, lessons, resources and opportunities.	Give all pupils high quality lessons and opportunities in terms of PE and physical activity.
Forest School CPD staff training	£280	We offered a forest schools staff-training day to show and highlight the	Pupils and staff to raise confidence in their ability to teach in outdoor space, create,	Pupils again were able to raise their aspirations

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		opportunities staff have of physical learning in outdoor spaces. We used this as a way to try to have more outdoor learning but with a physical element and the chance to deliver some OAA for all pupils across all year groups. This was in line with our school Covid policy.	and use opportunities to facilitate learning in different ways.	
4. Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation £7,450 40%
Outcome: What are you aiming to achieve?	Funding Allocated	Actions to achieve the outcome	The IMPACT on pupils (actual or expected)	Sustainability & Next Steps?
Delivery of after school/ top up swimming  Crash courses for year 6's in the last half term of the year	See previous (£2000)	We are looking to continue our improvements to our swimming provision as has already been mentioned. We are aiming in the last half term of the academic year to deliver crash courses for our year 6's.	Children have limited access to pools/swimming opportunities in this area other than going with school, this will be a great way to top up and add to our existing curriculum swimming provision and hopefully have a big impact on the children of this school that is a Coastal village and help teach an important life skill to all those children that attend St Peter's C of E Primary School	Amount has been discussed previously but falls into more than one criteria area but we see it as being very important as many pupils in school have ONLY accessed a swimming pool through school swimming.
Continue to deliver on a wide range of after school physical activities and increase engagement and participation on this already successful format. We have had to offer more in relation to keeping children in	£7,200	This year we have delivered more fantastic opportunities as part of our inclusive after school club provision. We provide fully inclusive opportunities and this year have had a participation across the whole school KS1 and KS2 of over 85% of our children attending and the average physical after	The impact on health, attainment, attendance and progress we believe has been supported by these inclusive, free opportunities have been brilliant for reaching high standards in PE and getting to know children and the learning types not just in the classroom but fields, courts	The sustainability for this has been covered and maintained by using the previous sport premium budget as well as some pupil premium, we feel the benefits of running a wide and varied amount of enrichment clubs for children are invaluable and

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'bubbles'.		school club providing 26 places.	pitches and lanes. Children are able to achieve in more areas across more opportunities and not just limited to the class room.	give many children within the area opportunities that they would not normally access.
Yoga Sessions for KS1 to access 2 hours of PE weekly	£450 £(250) from sport premium	Children in KS1 received virtual yoga sessions to try and meet our aims as a school to provide children with 2 hours of timetabled PE per week.	A chance for pupils to receive different kinds of physical activity and broaden their horizons in terms of physical and mental wellbeing.	A sustainable step to have a specialist deliver PE and opportunities to children. This was great for managing social distancing and bubbles and still providing an opportunity for children.
5. Increased participation in competitive sport				Percentage of total allocation £3,500 19%
Outcome: What are you aiming to achieve?	Funding Allocated	Actions to achieve the outcome	The IMPACT on pupils (actual or expected)	Sustainability & Next Steps?
Aiming to increase participation and representation of KS2 pupils.	£400	<p>This year we had representation of our pupils across different formats and events, we took part in lots of excellent virtual tasks. In addition, during the last half term of the year, we were able to access events and festivals and tournaments that were ran in line with sport's national governing bodies' covid regulations.</p> <p>We were present at the CSSP tri-golf, CSSP tag rugby, CSSP netball and the Galileo Cup football competition.</p> <p>A fantastic effort from our school sports partnership and school to provide opportunities or competition and physical</p>	<p>Through being part of the school and especially sports team and groups children have a much greater sense of identity, we believe this identity to be invaluable for their social and emotional learning and well being, we are very big supporters of children identifying with the school in order to try and steer clear of destructive habits.</p> <p>As a school, we always encourage children through our ethos "There is a sport for every child", and we aim to introduce them to at least one in their time at Primary School.</p> <p>This year during difficult circumstances, we</p>	The school is always looking to participate in events/ activities and competitions that are part of our buy in from the Cleveland School Sport Partnership and other opportunities.

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		activity.	still managed with the Cleveland School Sports partnership to engage and represent over 50% of our year 5 & 6 girls at boys at one event the Tag Rugby festival against other schools and teams.	
Achieve more through leadership opportunities for children. We will continue to try to establish a culture and ethos of children within the school becoming role models and leaders.	£300	Access opportunities for children to undertake training in specific types of support for clubs and activities.	Again a chance to increase the children's leadership roles and engage them with more than just learning but leading and officiating and in more roles.	Encourage children through opportunities to learn to become Change 4 Life champions, Active leaders, work with sports leaders from secondary schools, to provide an opportunity to become sports leaders themselves in future.
Cleveland School Sport Partnership	£3000	Paying into the Cleveland School Sport partnership, we gain access to curriculum maps, events and competitions, cpd and festival support.	The impact this has is to support teaching staff, encourage children to participate and represent the school at festivals and competitions and support teaching staff with resources such as the curriculum map and assessment tool that is widely used by the Freebrough & Huntcliff partnership.	To help and participate fully with the CSSP.
Cleveland School Sports Partnership Roadshows	Included in above	Due to covid we were unable at the start of the year to access outside opportunities and chances to take part in inter school events. Thanks to the efforts of the Cleveland School Sport partnership each year group were offered a road show a chance to take part in school festivals and competitions as full year groups and access 'outside' opportunities.		

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Following the Swim Review in 2017, schools must also report on the impact of their swimming provision:

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?	85% 35/41
What percentage of your current Year 6 cohort, use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	78% 32/41
What percentage of your current Year 6 cohort, perform safe self-rescue in different water-based situations?	80% 33/41
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? (If Yes ensure you report it in the table above)	Yes