

Woodhouse Community Primary School

P.E. and Sport Premium Impact Report

2020 – 2021



Rationale

PESSPA is at the heart of Woodhouse Community Primary School and is a driver for whole school improvement. We have the following ambitions for PESSPA:

- For our children to enjoy being active.
- For all children to be physically literate.
- For all children to have the knowledge, skills and motivation to equip them for a healthy lifestyle.
- For all children to have the potential to participate in physical activity and sport, which will follow them through their lifetime.
- For all of our pupils to experience competitive sport.
- For our pupils to develop life skills through sporting activity.

Each class at Woodhouse Community Primary School receives 2 hours of quality first teaching of P.E. In Key Stage 1 the focus is upon fundamental movement, which prepares them for a wide range of sports as they get older.

We teach our children to lead a healthy lifestyle through, PE, Science and PSHCE, which they will hopefully take with them into adulthood. All of our pupils are currently active for 10 minutes a day, through Skip 2B Fit and active breaks. In the future we hope to extend this to 15 minutes.

Our children have the opportunity to engage in a wide variety of competitive sports leagues, festivals and competitions. We attend events run by Education Enterprise and the school games program. We have been awarded the Bronze School Games award and are looking to achieve silver next time.

The following analysis shows how our PE and Sport Premium funding of £17,000 has been allocated in order for our children to receive a broad range of high quality physical experiences.

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

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 2020:	Areas for further improvement and baseline evidence of need:
<p>PE curriculum working well with 2 hours of PE timetabled and delivered, prior to Covid closures.</p> <p>Robust after-school club program in place.</p> <p>Well attended lunch time competition system in place.</p> <p>Young Leaders have provided great support in lunch-time competition and this needs to be extended greatly.</p> <p>Every class has attended a sports festival and the school has attended a number of competitions and leagues.</p>	<p>Planning and assessment to be reinforced through staff meetings and lesson observations.</p> <p>Inline afternoon swimming/PE lessons for Year 5 and Year 6 to improve swimming percentages.</p> <p>End of term swimming assessment/discussion, through Swimphony to monitor progress.</p> <p>Ensure that the Active 10 is being given to ALL pupils and look into possibility of extending.</p> <p>Develop home school program and further after school clubs supporting parents with being active 'as a family' to help to bridge the Covid gaps.</p>

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

YES/NO * Delete as applicable

If YES you must complete the following section

If NO, the following section is not applicable to you

Academic Year: September 2020 to March 2021	Total fund carried over: £2000 (staffing costs of after school clubs)	Date Updated: Spring 2021
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What Key indicator(s) are you going to focus on? Key Indicator 1	Total Carry Over Funding: £
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Intent	Implementation	Impact	
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p>To continue to develop the competence, skills and knowledge of staff leading school PESSPA in school and update knowledge of school expectations during 'school closure'.</p> <p>Raising fitness levels of all children. More active playtimes and lunchtime opportunities for all pupils.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>3hr Contract support with County advisor advising on the strategic planning and spending of the 'ring fenced' premium.</p> <p>To ensure Skip to be fit and other appropriate outdoor games are well embedded into morning start, playtimes and lunchtimes.</p>	<p>Carry over funding allocated:</p> <p>£200 cover for time to complete.</p> <p>£1800 staffing costs of LTS additional time plus TA cover to lead and support active play and lunchtimes. Lunchtime supervisors & TA's trained in delivering wide range of activities.</p>	<p>Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:</p> <p>Staff lead ensures PESSPA is completed and is confident with the strategic impact spending has upon improving pupils' fitness and encouraging them to become more active.</p> <p>More pupils active first thing in the morning, at break and lunchtime. (sports leaders survey, tally of participation, rewards for improved skipping)</p>
			Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:

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 2020.	36%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	0%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	0%
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 but we are looking at doing this for future/ Summer term if possible.

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2020/21		Total fund allocated: £		Date Updated:	
<p>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</p>					
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?	
To raise the profile of physical activity as a vital ingredient to pupil wellbeing and health.		Update school web with information regarding CMO guidelines about physical activity and sign post parents to Active 30 Resource Hub to support children at home to be more physically active.		Free	
To support pupils to be 'active' on a daily basis during school closure and national lockdown.		Class teacher provide weekly/daily suggestions for 'active blast' and incorporate 'active learning' into their remote learning approach. Two pupils to be the class 'Activator' for a half term. School assemblies and pupil projects about health and wellbeing (linked to PSHE RSE & Health curriculum)		£250 active blast activities Cover for meeting time to plan £100	
				Family learning opportunities linked to Active 30 being utilised Pupil/parent survey completed in March 2021 and again in summer 2021 show improvements in children being physically active.	
				More pupils active first thing in the morning, at break and lunchtime. (sports leaders survey, tally of participation, rewards for improved skipping) Key focus and raised profile on Health and Wellbeing in school is evident.	
				Improved % of pupils and families being regularly physically active out of school. Look at sourcing/ running more family based after school clubs based on being physically active. Work towards Active 20 as a school, utilising outdoor time effectively, particularly first thing in the morning / Breakfast club.	

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<p>To increase the engagement of all pupils in regular physical activity.</p>	<p>Develop hand/eye co-ordination through an active board. (Activall) to improve playtime offer</p> <p>Improve OPAL offer by ensuring children can play in all weathers (investment of waterproofs for all and drying racks plus additional play equipment as needed)</p> <p>Reintroduce daily Skip 2B Fit session for each pupil. Repledge for the Active 10 award. Look to work towards Active 20.</p> <p>Update and develop the after-school clubs and lunchtime competitions.</p> <p>Implement a home school physical activity program for KS1.</p> <p>Train young leaders in order to support the activity program.</p> <p>Sign post parents and staff to the Active 30 Durham Resource hub and use appropriate material to support remote learning opportunities to be active learners.</p> <p>Get parents more involved in</p>	<p>£4,000</p> <p>£2000</p> <p>£50 (new ropes)</p> <p>Free</p> <p>£250 (supply)</p> <p>£300 (storage)</p> <p>£300 (20 x 15 sweatshirts)</p> <p>£750 (through ED Enterprise SLA)</p>	<p>Pupil voice questionnaires. Participation tracker. After school timetable & newsletters. Share achievements through Facebook.</p> <p>Parent Evaluations and next steps from sessions.</p>	
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	promoting being active as a family- Grab a Grown Up sessions for EYFS and KS1			
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

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?
To use PE and sport as a tool for whole school improvement.	Re-establish the sporting values throughout the school, through assemblies, certificates and stickers.	£50 (stickers)	Display in school to promote inter and intra achievements and personal challenge e.g top skipping
To re-engage pupils socially with their peers and cluster schools.	Further develop the role of Young leaders by organising lunch-time competitions, leading the 8.45 dances and collecting and giving out the home-school packs.	see indicator 1	
Support the personal development of pupils: resilience, perseverance, leadership, confidence and competence.	Place two YSL on the school council to represent and support PESSPA discussions and new school initiatives. Continue to provide enrichment opportunities including 'healthy competition' and after school club provision to build resilience, confidence and social engagement of all pupils after the 'distance' of	Free See Competition and Activities Key indicator 4 & 5	. Incentives for young leaders. PE lead to monitor. Pupil voice and positive attitude towards healthy competition. Positive mind set evident in pupil voice.

	social opportunities due to Covid.			
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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:
<p>* To increase the confidence, knowledge and skills of all staff in the teaching of PE and sport.</p> <p>To build upon the quality of PE lessons delivery through systematic curriculum moderation and review.</p>	<p>Audit all staff members and identify staff needs.</p> <p>Audit and order PE resources to aid the teaching of the curriculum.</p> <p>Provide suitable CPD through the Education Enterprise SLA (6 twilight sessions, open to ALL staff).</p> <p>Provide further CPD through county training (invasion games, striking/fielding games, net/wall games, athletics, OAA)</p> <p>Monitoring of high quality teaching and learning in PE. Twice PE yearly lesson observations to be carried out.</p> <p>Moderation of planning and assessment: Staff meeting to re-establish of PE planning and assessment, through core tasks.</p>	<p>Free</p> <p>£1000</p> <p>£1000</p> <p>£2500 (courses + supply costs)</p> <p>£500 (supply)</p> <p>£500 (supply)</p>	<p>Staff are well trained and confident to deliver the P.E curriculum. A number of our staff use their own expertise and coaching skills in various sports (Netball and Rugby) to promote and enhance children’s knowledge and skills.</p> <p>Use staff expertise and skills to raise profile of particular sports through display/ staff sharing with pupils their own sporting achievements.</p>	<p>Suitable equipment purchased and maintained</p> <p>PE lead to monitor core assessment grids & dialogue with staff regarding selection for league competitions.. Increased % at or above. Identify trends. Identify early intervention needs. Fundamental movement.</p> <p>Long term plan, embedded assessment across school. Timetable of festivals. Completed development plan. Progression of skills document devised in games, gym, dance, athletics and OAA. Observing children to identify G&T for leagues & to signpost. Reviewed each year due to staff changes and changes in year groups. Staff to plan and deliver high quality teaching and learning across a broad range of PE curriculum areas.</p>

	<p>Staff to upload end of unit assessments and Subject Leader to collate assessment percentages, which, alongside staff dialogue will inform; staff CPD needs, pupil intervention needs.</p> <p>Assessment: Create swimming assessment sheets and assess half-termly, to ensure that the swimphony data is accurate and up to date.</p>	<p>Free</p> <p>£500 (supply cover for Mr L to monitor 2 sessions)</p>		<p>Due to Covid, look at increased swimming offer/allocation to support pupils with being able to swim/ be water confident. SL to contact St Johns to look at feasibility of utilising them for swimming and review current offer. Swimming assessment data to be reviewed and moderated more effectively, utilising our own swim trained teacher in the process.</p> <p>(£2000 allocated for Swimming Booster in summer term Y6)</p>
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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:
* Increase pupil experience of a range of sports and activities.	<p>'Wellbeing Wednesday' Each class sent a new 'activity' to try – this will be an 'active blast' based around Yoga/Dance or other safe 'remote' opportunities (Active 30-Durham Hub and other sourced material or teacher led)</p> <ul style="list-style-type: none"> - See also Key indicator 1 	Free	Tracking shows increased/variety on offer.	Review and audit pupil preferences and use this to help plan forward for following year's offer of clubs/ activities and festivals on offer.
Provide enriched opportunities to try new activities and engage in 'favourites' too, ensuring pupil voice is recognised.	Conduct pupil voice surveys and questionnaires.	Free		
	Engage each class to share view to school council	Free		
Maintain pupil interest in exploring sport and activity during school closure and remote learning	<p>Update and deliver a lunch-time competition program.</p> <p>Audit and amend the after-school club program.</p> <p>Establish clear links with local sports clubs, who will advertise their club through assemblies and taster sessions for each class.</p>	<p>£250 (equipment and fitting)</p> <p>Staffing cost-cover £200</p> <p>Free</p>	Increased % of children take part in the clubs and leagues. SL to target specific children/ groups where uptake is less to improve.	

	<p>Signpost suitable clubs for those pupils wishing to continue their learning, after the club has finished.</p> <p>Identify gifted and talented pupils and enrol them into the PE academy at Bishop Barrington.</p> <p>Ensure that each class takes part in a taster session and then attends a festival linked to it, via Education Enterprise SLA.</p>	<p>Free</p> <p>Free</p> <p>£1300 (festival fees + travel costs)</p>	<p>All children Y1 to Y6 take part in a cluster based festival.</p>	<p>Signpost chn/ G&T chn to outside providers.</p> <p>Increased engagement with out of school clubs/children participating in sports (as seen in pupil surveys)</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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:
* Increase pupil participation in competitive sport. Maintain opportunity for pupils to engage in 'healthy competition' during school closure and remote learning.	Provide 'weekly' class or school challenges to engage all pupils in physical activity. Engage in the Virtual School Games Winter and Summer events, competing against cluster schools and county. PE Challenges to be used for 'remote' after school clubs. Developing skills at home. Follow the cluster festival program. Deliver 6 lunch-time competitions, throughout the year. Prepare for and attend the School Games competitions, via a closely linked after-school club program. Develop inter-school competition by joining the tag rugby, dodgeball and netball leagues, via the Education Enterprise SLA.	Free Free £2 per child (£300) £1300 (festival fees + travel costs) £150 (equipment) £1900 cost of Play leader to implement and oversee £1300 (coaches and travel costs) £600 (league fees + travel costs)	Tracker shows % of children regularly partaking in competitive sport has increased. Pupil survey and observation of playtimes shows an increase in children playing team games and sports regularly.	Increased % pupils participation. L1, L2

		£1000 staffing cover costs for festivals and after school leagues		
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Signed off by	
Head Teacher:	Rachael Smith
Date:	Mar 2021
Subject Leader:	Steve Lockey
Date:	Mar 2021
Governor:	Michael Walker
Date:	Mar 2021