

Evidencing the impact of the Primary PE and sport premium

Stannington First School
Website reporting tool 2020- 2021
Updated July 2021



Commissioned by



Department
for Education

Created by



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>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity 90% of pupils who live in our village choose active travel to school and there has been an increase in the number of pupils who live within catchment (but outside the village) choosing to Park and Stride or Park and Ride. School achieved a Silver Modeshift Star award (July 2020) for promoting active travel and increasing the proportion of pupils involved. Introduction of cycling, balance bikes and scooter slots during the school day as part of our curriculum offer - this was developed further during the summer term when the school was partially open to groups/cohorts of pupils ensuring all pupils had at least 30 active minutes during the school day.</p> <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement The school has been involved with Living Streets and Modeshift Stars as part of an initiative to increase active travel to school and improve the levels of inconsiderate and unsafe parking at the front of the school, at the start and end of the school day. This has involved staff, governors, pupils, parents and our wider school community with positive results and an increased proportion of our pupils taking part in a 'park and stride' initiative and having an active start to the school day. Active travel extends beyond the benefits of physical activity. With those who have taken part, we have seen an improvement in concentration and behaviour in general. In addition, we have installed a dedicated Sport WOW wall full of photographs and information that celebrates pupil's sporting achievements - in and out of school (including inter-school sport).</p> <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Working with a sport coach has increased staff confidence and skills, particularly in the teaching of gymnastics. This has also prepared children for inter school sports. School has developed the curriculum offer to ensure a clear progression of</p>	<p>We have made a huge shift towards active travel to school and we need to consider how to maintain this momentum and ensure it is sustainable long term. The impact on pupil learning is evident with pupils who have walked, cycled, or scooted to school arriving alert and ready to learn. Parents/carers have also responded positively.</p> <p>We aim to build on the success of the bike/scooter sessions that have been introduced into our daily curriculum and develop these further. These have contributed to additional active minutes during the school day - engaging pupils in regular physical activity. We have trained one staff member as a Ride leader so we can introduce after school cycling but we need to train another staff member so that we can also cycle safely off site. In addition, we need a fleet of school cycles to ensure all children can take part and that all our pupils can ride a bike when they leave our school.</p> <p>We aim to increase parental involvement, participating in a sporting activity with their children. This has started with the active travel to school and this has included some parents now cycling to school with their children. We would like to offer a broader experience of a range of sports and activities.</p>

knowledge and skills from EYFS to Year 4. One staff member has completed a British Cycling Ride Leaders training course.

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

Little Movers after school club was introduced for pupils in Early Years.

Balance/wheely boards were introduced into Early Years P.E lessons to improve core strength, coordination and balance (identified as an area of need).

Archery club was postponed due to COVID-19

Key indicator 5: Increased participation in competitive sport

Stannington First School entered teams of pupils from KS2 into the school games competitions during the autumn term.

From March 2020, inter school and inter class competitive sport ceased due to COVID-19 - intra class challenges continued with those pupils in school.

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

See the following section

This section details funding from the academic year 2019/20 that has been carried over. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021	Total fund carried over: £	Date Updated: October 2020, July 2021	
What Key indicator(s) are you going to focus on? Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement			Total Carry Over Funding: £ 7000
Intent	Implementation	Impact	Sustainability & next steps
<p>Develop cycling across the whole school with the aim that all pupils can leave our school able to safely ride a bike safely</p> <p><i>We are enthusiastic about developing cycling as a life skill that allows people to be active, social, competitive and environmentally friendly</i></p>	<p>1. Improve activity levels and develop coordination and balance in EYFS</p> <ul style="list-style-type: none"> • Balance bikes • Additional balance boards • Promote physical literacy with the focus on a preparation for cycling <p>2. Build up a school fleet of quality, well maintained bikes and helmets for use from Year 1 - Year 4</p> <p>(See also Key Indicator 2 below)</p>	<p>Carry over funding allocated: £7000</p> <p>Evidence of impact:</p> <ul style="list-style-type: none"> • All pupils are able to participate in activities around cycling and have increased their activity levels. • Developing balance on a bike has supported other movement and coordination activities. EYFS pupils meet their ELG for physical development. • Whole school improvements are also evident as pupils are socially active too; cycling together requires cooperation. • Pupils are also self-motivated to take part in physical activity. 	<p><i>Links with the key indicators on which you are focussing this academic year?</i></p> <p>We need to ensure that appropriate, quality resources are available for all pupils; balance bikes, bikes and helmets, and that these are regularly maintained and serviced.</p> <p>We need adequate, safe storage for these resources.</p> <p>We need to further increase staff levels of confidence and engagement through ongoing CPD.</p> <p>Develop a safe place to ride and practise skills, throughout the year, whatever the weather.</p>

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 3 (2019-2020) 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.	87% by March 2020
What percentage of your current Year 3 (2019-2020) cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	96% by March 2020
What percentage of your current Year 3 (2019-2020) cohort perform safe self-rescue in different water-based situations?	78% by March 2020
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?	No

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: £16 750 plus £7000 carry forward (£23 750)		Date Updated: October 2020/January 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:	
				2%	
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 <ul style="list-style-type: none">Ensure that our shift towards Active Travel is sustainable and has lasting impact on daily activity.(School will work towards a Gold Modeshift stars award - see Indicator 2)Embed the use of active lesson starters and plenaries across the school curriculum.Timetable bike/scooter slots for every class every week.		<ul style="list-style-type: none">Bike racks installed near the yard gate to ensure easy access to bikes. (see also indicator 2)P.E. subject lead will lead staff cpd sessions on how to embed activity into lessons.Cycling/scooting time slots evident on timetable for each class.Timetable termly sporting competitions for each year group.		£500 <ul style="list-style-type: none">Children/staff/parental attitudes around the importance of physical activity change and they see PE as a driver for change.Engagement in active travel is 80% or above across all classes for the year.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:	
				74%	
Intent		Implementation		Impact	
Modeshift Star - gold award. Engagement with active travel initiatives to ensure that this is the first choice for travel to school.		<ul style="list-style-type: none">Living Streets - Travel Tracker (staff to complete)Regular Walk/Scoot to school initiativesWalking bubble around schoolCycle/Scooter slots timetabled.		£500 <ul style="list-style-type: none">80% of children are engaged by scheme.Children understand the importance of active travel and its benefits on promoting a healthy lifestyle.	
				Attempt to attain platinum status (Criteria needed to achieve status: Have completed a minimum of three annual pupil travel surveys in the last 4 academic years including one from the current year.	

			<ul style="list-style-type: none"> ● Parental and children's beliefs and attitudes change regarding active travel ● Reduced traffic/pollution outside of school 	Increase in active modes of travel of at least 5 percentage points in the last 4 academic years)
<p>Pupils leave our school able to ride a bike safely.</p> <p>We are enthusiastic about developing cycling as a life skill that allows people to be active, social, competitive and environmentally friendly.</p> <p>We aim to develop cycling across the whole school with the aim that all pupils can leave our school able to ride a bike safely.</p>	<ul style="list-style-type: none"> ● Additional staff member to complete British Cycling Ride Leaders training course and paediatric first aid. ● Purchase quality equipment to ensure that cycling is accessible to all pupils. ● Install secure storage. ● Develop a safe cycling track that can be used all year round. ● EYFS - balance bike training/CPD ● Establish cycle club - staff CPD re: cycle maintenance ● Organise courses for all pupils: Balanceability (YR & Y1), Bikeability (Y2 & Y3) and Learn to Ride Level 1 (Y4) - Spring term 2021 	£17 000 (£7k from carry over funding)	<p>Evidence of impact:</p> <ul style="list-style-type: none"> ● All pupils are able to participate in activities around cycling and have increased their activity levels. ● Developing balance on a bike has supported other movement and coordination activities. ● Whole school improvements are also evident as pupils are socially active too; cycling together requires cooperation. ● Pupils are also self-motivated to take part in physical activity. ● Children who do not actively travel to school are given the opportunity to access school bikes and learn how to ride safely within school. 	<p>Continue to provide early intervention to children not able to cycle .</p> <p>EYFS to have cycling provision built into day to day routines.</p> <p>SEN children to have access to balance bikes to meet needs (size etc)</p> <p>Look to offer staff CPD in leading cycling to allow staff and children to cycle around the village with a long term aim of taking children on a longer journey.</p> <p>Regular time slots allocated for children to use the cycling track and include a day with mixed age groups .</p>
<p>Following the impact of school caused by the COVI-19 pandemic, part of our school recovery focuses on the use of the natural environment we have surrounding our school. In order to support this learning, we plan some staff CPD and additional resources that will support outdoor learning and the promotion of physical activity.</p>	<ul style="list-style-type: none"> ● Handbooks: Learning Outdoors: EYFS, Key Stage One, Year 3 and Year 4 (Bloomsbury) ● Wellie racks x 4 ● Tarpaulins/Ropes ● Large thermos flasks 	£1 000	<ul style="list-style-type: none"> ● staff feel more confident to use the outdoors to enhance learning and develop children's gross and fine motor skills. ● Children have access to outdoor learning at least once a week. ● Further develop positive 	<p>Audit outdoor areas and improve nature trail/yard to make them accessible all year round.</p>

			wellbeing and mindfulness in both staff and children.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				5%
Intent	Implementation		Impact	Sustainability & next steps
Subject lead to work with staff and embed our redeveloped P.E. curriculum - clear progression of skills in all areas from EYFS through to Year 4	<p>Development of skills progression document across all age ranges to be reviewed and implemented by all staff.</p> <p>Upload videos/image of children performing skills to use as a modelling resource (ongoing by all staff)</p> <p>Replace old resources:</p> <ul style="list-style-type: none"> New gymnastics mats Hoops/bean bags Javelins 	£1500	<ul style="list-style-type: none"> Progression of skills is clear to see and children build upon these skills in each year group. All children have access to appropriate equipment. Gymnastics sessions are safer due to new equipment. Staff have a clear teaching sequence and therefore confidence in teaching PE is significantly raised. 	<p>Audit curriculum and identify areas for improvement.</p> <p>Survey pupil voice to identify successes and areas for further development.</p> <p>Liaise with EYFS staff to identify cohort needs.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				14%
Intent	Implementation		Impact	Sustainability & next steps
Archery club <ol style="list-style-type: none"> Access for our KS1 and 2 children to a new ‘individual sport’. Children to further develop their confidence and self-esteem Develop maths skills through sport. 	<ul style="list-style-type: none"> Mr Tunesi to liaise with the coach and arrange a regular time club will be on. Parents to be informed of times of club via newsletter/text message/social media. Timetable little movers into the school day in the EYFS 	£2000	<ul style="list-style-type: none"> Children have increased confidence to try new sports in and out of school. All pupils have participated in a new sport. Children can apply maths skills taught in class in a competitive/sporting situation e.g Totally scores 	<p>Parents were invited to take part in archery with children after school (two time slots were available)</p> <p>The take up wasn’t very high but the parents who did attend gave positive feedback and consistently attended.</p> <p>Survey parents to discover if there’s a need/want for a particular sport and try to offer.</p>
Little Movers <ol style="list-style-type: none"> Increase the physical activity of EYFS children Allow staff to gain CPD and gain new skills/ideas. 		£1120 1 session per week x 28 weeks	<ul style="list-style-type: none"> Totally scores Year 2 , finding average scores Year 4. 	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0.5%
Intent	Implementation		Impact	Sustainability & next steps
<p>Intra cohort activities until the school risk assessment permits inter class and inter school competitions.</p> <p>Online inter school sports</p>	<ul style="list-style-type: none"> PE coordinator to arrange a timetable of sporting fixtures for each class to participate in. Time set aside for sporting events to take place. PE coordinator to liaise with school games/morpeth partnership to access resources/plan events. purchase trophies/medals/card for certificates 	£100	<ul style="list-style-type: none"> Children exposed to competitive situations within class bubbles and as a result their resilience to losing will be strengthened. Children will develop greater confidence to perform/compete and develop positive sporting behaviours (congratulating opposition, shaking hands, fair play etc) 	<p>Children participated in walk to school events and in class assessment competitions. These were positive.</p> <p>Children participated in mini football and rugby competitions.</p> <p>Sports day was successful - look to continue the carousel of mixed year groups and parents attending again.</p> <p>Children received stickers and medals for winning - continue to fund this.</p>

Additional achievements:

Modeshift Stars Silver Award - July 2020

Walk to School month - Most Innovative Project - Winner October 2020

Signed off by	
Subject Leader:	Stephen Tunesi
Date:	July 2021
Head Teacher:	Alexandra Palmer
Date:	July 2021
Governor:	Keith Taylor
Date:	July 2021