

Physical Education, School Sport and Physical Activity (PESSPA) Development plan

-Use of Primary PE and School Sport Premium Grant-

At St Andrew's Primary School

In 2019-2020, St Andrew's Primary School received approximately **£16930** in Primary Sport PE grant. This was used in conjunction with other grants and funds from the school budget to raise standards in curriculum **Physical Education**, School Sport, Physical Activity(PESSPA). This development plan reflects all areas including those that do not require a financial spend. It also takes into account the impact of covid 19 school closures.

Vision: ALL pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport.

Objective: To achieve **self-sustaining** improvement in the quality of PE and sport in primary schools against 5 key indicators:

1. the engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30mins of physical activity a day at school. (kick-starting healthy active lifestyles).
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

The children at St Andrews Primary school have a right to maintain an active and healthy lifestyle which will support engagement as they return to school in 2020. An active learning curriculum will be continued and built upon throughout next school year 2020-2021. Staff will develop and implement active learning throughout the curriculum as we return. More focus will be on active 30 as a proportion of the pupils may not have engaged in any physical activity through the covid 19 school closures. This is a huge area for concern and one that we need to act upon. Therefore PESSPA, PSHE, RSE and health will be used as a tool to support every child in their health, wellbeing, positive mindsets and resilience. This is where focus will be moving back to school. During lockdown, Celebrities have engaged in the importance of healthy and active lifestyles. This has been a huge support in raising the profile of physical activity and health. Moving forward we will continue to use some celebrity activities as active blasts throughout the school day. Moving forward to next year swim plans, year 5 and year 6 will have swimming priority when the pools reopen. Extra sessions of swimming, using the sport premium funding, will be looked into.

Sports Premium Grant Conditions/Key Indicator 1-5	Aims What do we want to achieve?	Plan How will we achieve it? Links to evidence	How much will we spend? Actual Spend	Evidence: What will the impact of our actions be? Actual Impact	Sustainability What actions need to be continued/developed/ altered?
<p>1 The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30mins of physical activity a day at school. (kick-starting healthy active lifestyles</p>	<p>To increase staff confidence and opportunity for using Physical Activity into broader areas of the curriculum active learning in curriculum subjects.</p>	<ul style="list-style-type: none"> - Creative Curriculum CPD: - MAP skills and orienteering-course construction and map creation Links to Geography, science, literacy and maths. Staff twilight training on map skills, use of a compass. This includes embedded Physical Activity opportunities to support pupil learning within pedagogical approaches. 	<p>OASES £950</p>	<ul style="list-style-type: none"> - Whole school staff more confident in the delivery of OAA and map skills in Geography. - Staff are building on these skills and identifying cross curricular links taking learning outside with increased confidence. - Staff commented on the quality of engagement from the children. - Development of a more active curriculum - Learning walks show evidence of Physical Activity within literacy, phonics, maths and foundation subjects particularly in KS1 and EYFS. - Through staff and pupil discussions it was evident that staff are working hard to create more active leaning in all areas of the curriculum throughout the school. Staff have increased confidence in active teaching, how to use the resources and identifying links between lessons. 	<p>-The children have a right to maintain an active and healthy lifestyle which will support engagement as they return to school. An active learning curriculum will be continued and built upon throughout next school year. Staff will develop and implement active learning throughout the curriculum as we return. No true measure of the impact of active and outdoor learning due to school closure.</p>

	<p>Learning in and through the outdoors developed across) to support pupil health, wellbeing and engagement.</p>	<ul style="list-style-type: none"> - Set up continuous provision in year 1. Teaching active maths, literacy, phonics and foundation subjects both inside and outside. Develop areas to suit the needs of the children. Support from Reception class teacher. - OASES phonics training - Year 1 teacher to support staff development of phonics- TA's in class. <ul style="list-style-type: none"> - Forest School Training- NOCN Level 3 Certificate for Forest School Leaders (10 Day Training for x3 staff) - Staff to implement some activities within curriculum and enrichment delivery - Forest School activities developed into Friday's Golden Time 	<p>Free</p> <p>OASES phonics £85</p> <p>Course fee £2350</p> <p>3 days staff cover through vision Education £1,911.66</p>	<p>Parents commented on the smooth transition into Reception class and into year 1. Health and wellbeing was supported through outdoor and active learning. Children happy and ready to learn. Cross curricular learning walks noted that experiences have been enhanced and improved by taking learning outside TA's who have moved to class 2 and are applying skills gained. TA apprentice in year 1 shown how to teach active phonics. Active learning is already embedded throughout the EYFS and Nursery</p> <p>3 members of staff forest school trained and able to lead classes in forest schools. PPA cover across the school can focus on Forest school. These staff members can pass on their skills to other teachers throughout the school starting with EYFS and KS1. Cover to enable staff to do 3-day course.</p> <ul style="list-style-type: none"> - Forest school Friday implemented in golden time 	<p>Continue continuous provision next year and introduce into year 2. Whole school will take on a more active curriculum enriched with health and wellbeing. Links to science, PSHE RSE and health.</p> <p>Staff will need to redo some of the course because it was as the school closed for covid19. Contact the organisers Continue to provide this in golden time. Improve session through training gained</p>
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		<p>To support outdoor learning across the wider school forest school leader support teacher. Starting with upper KS2 each class half term forest school experience on a Monday morning with Sam Jackson. Teachers will be shown how to use the outdoors areas to increase knowledge and understanding of outdoor learning, engage children with physical activity, support their health and wellbeing.</p>	<p>Sam Jackson Scouted £1350</p>	<ul style="list-style-type: none"> - Children and teachers have experience of how a forest school session runs and develops over a half term. Raising awareness of how to learn outdoors. Thus, developing the improvement of pupil engagement and wellbeing. Teachers in KS2 noticed an impact on positive mindset and in some children resilience. 	<p>Teachers use their experience to develop ideas for outdoor and active learning. Year 1, reception and nursery missed out on the forest school sessions. Due to COVID school closure. Provide an opportunity for a half term each next academic year. Year 4 will not have a complete classroom on returning to school. Extra forest school sessions to support.</p>
		<p>To be able to continue outdoor learning in all weathers through providing children and staff with wetsuits. Also provide staff with fleeces with school logo.</p>	<p>Wet suits and fleeces £757.14</p>	<ul style="list-style-type: none"> - Wetsuits and Fleeces enabled staff and children to continue outdoor lessons in all weather 	<p>Continue to use next academic year. Invest in some for the older children. Look into how this will work moving back to school in September. Must fit with new school guidance.</p>

	<p>Whole school pledge to Active 20 building towards and ACTIVE 30 whole school commitment as part of Active Durham with actions supporting the following:</p>	<p>Create a rotation of activities for a morning as children arrive in school. MP to organise building on skills gained through training.</p>	<p>Free</p>	<p>MP created a rotation of activities to follow. Due to time constraints of the school day and school closure was not fully implemented</p>	<p>Active 30 –continue to build next year. Education Enterprise to provide staff development. Also support the implementation of morning exercise to increase the active 30 whole school commitment.</p>
	<p>At School</p>	<p>Early years and KS1 introduce active blasts. Ideas given at subject leader network meetings.</p>	<p>Free</p>	<p>Children enjoying being active throughout the day. More active within the curriculum in nursery, Reception and year 1 because of the way their curriculum is delivered. Children alert and ready to learn. Year 1 introduced active blasts impacting on positive motivation.</p>	<p>Next school year there will be an increased need for active blasts and active learning. CR to create a folder with active blast ideas and resources for all teachers Unable to continue assessment of active learning due to COVID</p>
	<p>Home and community links</p>	<p>Create home and community links.</p>	<p>Free</p>	<p>Throughout school closures home and community links have been strong for those families who have been engaging. Throughout the pandemic the children in each year group were encouraged via school dojo to stay active. Teachers spent time promoting the importance of been active. They also posted a variety of physical activity</p>	<p>Reflect and build on the community links and home school relationships next school year. The use of the online platform as a vehicle to engage families in PESSPA has raised the profile of</p>

	<p>To increase pupil participation in after school clubs</p>	<p>Review of After School clubs through participation registers.</p> <ul style="list-style-type: none"> - Sustainable through previous staff training. - Audit pupil participation audit registers and pupil voice - 39 afterschool clubs education enterprise 	<p>After school clubs £1170</p>	<p>ideas daily: Joe Wicks, Yoga with cosmic kids, Fitter future, walks/exercise. Then Physical Education through 'This is PE' and 60 second challenge cards YST.</p> <p>Through analysis of pupil voice, children were keen to have dance, gymnastics, athletics, box2Bfit, tennis, football, dodgeball, clubs linked to competitions and festivals. All were implemented. Due to closure registers have not been audited. All afterschool clubs are free</p>	<p>daily exercise and healthy lifestyles for some. Build upon this as we return to school.</p> <p>Continue to audit and review afterschool clubs. Add active breakfast club, Active Wednesday lunch club and Active afterschool clubs with the support of Education Enterprise.</p>
	<p>Develop Young Sports Leaders.</p>	<ul style="list-style-type: none"> - New Sports Leaders trained (running golden time activities, active play, parent invited activity etc) - Hoopstarz training for Sports Leaders - Shed maintenance 	<p>Sport leaders trained by GB</p> <p>Cartwood joinery £135</p>	<p>Sport leaders trained but not followed up due to COVID</p> <p>Shed fixed to store equipment. Children shown how to maintain and keep equipment tidy Due to COVID this needs to be implemented again next year.</p>	<p>Education Enterprise to lead session sport leader with teacher to train the new year 5 children next academic year.</p>

	<p>Greater opportunity for all pupils taking part in healthy intra and inter school competition/festivals</p>	<p>SEE INDICATOR 5 below</p> <ul style="list-style-type: none"> - Pupil Trackers- indicating attendance at inter/intra school competition - All after school club free for every pupil. - Sport Leaders action group <p>COVID 19 National School Sport Week at Home. Information from network meeting.</p> <p>COVID 19 Each class encouraged children to design their own sports day and try it. School promotion of health and wellbeing via school assemblies, healthy eating workshops, e.g. healthy heart day, Mental health awareness day (links to PSHE)</p>	<p>competition festivals £1300</p> <p>Leagues £900</p> <p>Free</p> <p>Free</p>	<ul style="list-style-type: none"> - All classes across the school had an opportunity to take part in festivals and competition. - Children setting fitness goals/targets, - improved engagement, motivation to learn. - Children created opening dance and participated in daily challenges against each other across the whole school. Video of the week created and shared. Great community spirit and end to the school year. - Some children took part and tried their own and others sports day. Difficult to engage everyone. PSHE and Health links. DT links throughout school. Celebrated Healthy heart day as a collapsed curriculum day. Due to have Sustrans cycle to school week Curriculum collapse mental health awareness day During COVID online Friday fun day linked to mental health and wellbeing. 	<p>Continue next school year with Education Enterprise to provide school competitions, festivals and leagues</p> <p>Encourage more PE lesson competition. CPD.</p> <p>Virtual competitions moving back to school. Link with other schools in the area.</p> <p>Assemblies to look back and reflect.</p> <p>Link to DT and science an continue to encourage children to look at healthy diets Have a cycle to school Friday. Cycle to school week Sustrans.</p>
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2.The profile of PE and sport being raised across the school as a tool for whole school improvement	To raise the profile of PESSPA within school, recognising whole child development through effective and high quality PESSPA (see key indicator 1, 3, 5)	<ul style="list-style-type: none"> - See Key indicator 1,3 and 5 - Celebration assemblies and award ceremonies - PE SS PA Notice board Update and refresh - Visiting coaches - Audit and equipment update 		<ul style="list-style-type: none"> - Promoting PESSPA not all staff, children or parents are not familiar with the meaning. Continue to promote next year <p>See Key indicator 1, 3 and 5. Some children have taken part in daily walks and exercise, bike rides. So many have engaged in the online PE and PA that teachers have been provided online during COVID.</p>	<p>Continue to raise the profile of PESSPA to engage the wider school. Due to COVID19 there has been a widened attempt to engage our school at home in PE and PA. Equipment audit started before lockdown. Not complete. Needs to be done</p>

	<p>To recognise PESSPA supporting whole child development and academic success</p>	<p>COVID19 Encouraged cycling and children learning to ride their bike. Daily exercise Joe Wicks, Oti Mabuse, yoga, mindfulness, This Is PE, 60 second activity cards, National School Sport Week at Home, Design a sports day, Active and outdoor learning, orienteering.</p> <ul style="list-style-type: none"> - Links to developing resilient pupils (e.g. through embedded competition, fair play, challenge/goal and assessment 4 learning approaches to T&L) - Gifted a Talented PE register to be introduced to show Multi Abilities (creative, social, physical, independent, cognitive) recognition for support/challenge/enrichment 	<p>Free during COVID</p> <p>Education Enterprise competition and festival package See above</p>	<ul style="list-style-type: none"> - We have as a school created a cycling video of clips sent in by children and a National school sports week at home video. <p>Upper KS2 work needs to be focussed on competition and fair play. Was started but must be carried over to next school year. See Key indicator 1 and build upon it. Children on G and T register and invited to Education Enterprise sessions. The children who have excelled in sporting activities and commit to clubs outside of school are confident, competent pupils accessing a range of activities and competitive events both inside and outside of school.</p>	<p>Celebrities have engaged in the importance of healthy and active lifestyles. This has been a huge support in raising the profile of physical activity and health during lockdown. Continue to use celebrity activities as active blasts throughout the school. See key indicator 1</p> <p>Next year PE lessons and teacher to focus on competition and fair play in upper KS2 with Education Enterprise support. Use teams site to promote virtual competition between schools in local area Children have other commitments. How can we engage a wider G and T who are not tied into their own sport?</p>
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	To improve high quality teaching and learning within PE to support pupil vocabulary and understanding.	<ul style="list-style-type: none"> - See indicator 1 above and 3 below. - Staff development (County Advisor) - Links to literacy and language (use of subject specific vocabulary linked to progression in skills). 		PESSPA coordinator new to role. Support from county advisor about expectations, resources and evidence see key indicator 3 below	See key indicator 3 Learning may need to move online discuss with staff ideas for online PE and PA. Think about how will we work with SS?
3.Increased confidence, knowledge and skills of all staff in teaching PE and sport	Improve high quality PE provision across whole school	<ul style="list-style-type: none"> Upskilling of staff through; <ul style="list-style-type: none"> - Education Enterprise (Teacher support in class, supporting all children and preparation for inter school festivals and competitions) - Education Enterprise cluster-based twilight sessions for staff development. 	<p>PE support 39 sessions £2,437.50</p> <p>£450</p>	<ul style="list-style-type: none"> - Supporting staff in teaching lessons linked to competitions and festivals. Teachers have increased in confidence when preparing children for festivals. This has improved success at festivals and sportsmanship in leagues. See league tables and attendance records. <p>Support in staff confidence when teaching gymnastics, dance and games. Others</p>	<p>Next year focus on teaching using the core tasks and assessments. Supporting staff to begin to know what to look for so they can support progression.</p> <p>Focus Education Enterprise support here. Next year hoping to see more pupils reaching expected and above phase/year expectations-through Core Task assessment information and progression of skills documents Not all training completed due to commitments of staff and then COVID</p>

<p>To improve staff confidence and competency in the delivery of outdoor learning.</p> <p>Robust, rigorous and consistent Formative Assessment across school using Core Tasks, Assessment for Learning approaches and effective recording/tracking of pupils</p>	<ul style="list-style-type: none"> - OASES- Outdoor Learning activity days- staff with whole class. - (see key indicator 1 and 4) <p>Staff to use core task to support teaching.</p> <p>Use the Core task assessments to identify where children are as a starting point.</p> <p>Use the core task assessment as a guide to next steps and the core task and resources to support progression in teaching.</p> <p>Subject leader create a system for tracking pupils development.</p>	<p>OASES £770</p> <p>-Education Enterprise £450</p>	<p>Active learning outdoor experience for all children and staff linked to geography, science, literacy PSHE, RSE and Health. Teachers commented on having increased confidence in teaching outdoors and ideas to enhance outdoor learning. Teacher also explained that the children had a positive experience of outdoor learning in a different area widening knowledge and vocabulary. Links to PSHE, RSE and Health ed, geography and science.</p> <p>During COVID outdoor learning week and an outdoor learning fun day was provided to encourage families to learn outside. 3 sessions not done yet due to COVID school closure and OASES closures.</p> <p>Staff using core task documents to support teaching. Staff have asked for easier access to resources and core tasks. More training on assessment. Focus Education Enterprise support here.</p>	<p>Sustainability through teacher's confidence in outdoor delivery of the curriculum</p> <p>CPD needed to continue in this area. Whole school training.</p> <p>Sustainability through widening experience, knowledge and vocabulary of children moving into year 4 and 5. Teacher increasing confidence in OAA and outdoor learning ideas</p> <p>Sustainability as teacher will enhance outdoor learning and cross curricular ideas gained.</p> <p>CPD needed to support and develop confidence in the assessment of PE.</p> <p>Focus Education Enterprise support here. Subject leader to create online folders for each year group for each half term. Inside folders a description of core task, core task and resources.</p> <p>Education Enterprise PE</p>
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					support focused on using the core tasks. System for tracking pupils created but not used.
4. Broader experience of a range of sports and activities offered to all pupils	To provide a broad opportunity for pupil participation in alternative activities To identify talent pathways.	<ul style="list-style-type: none"> - See Intra and inter competition/festivals in Key Indicator 5 - Pupil Voice: Questionnaires and school council reviewing after school clubs/opinions/evaluations- see points in key indicator 1 - Young Sport Leaders trained and supporting pupils to access other activities e.g. trim trail, golden time, active playtime - Activity/Taster days/events e.g. skipping, - Links to community clubs from above 	Free	<p>Table tennis breakfast club taster term. Children commented on the enjoyment of the sessions. Staff asked for more breakfast physical activity sessions. It was noted that the behaviour and engagement of children improved.</p> <p>Judo taster for the whole school 1 child joined the judo club</p> <p>Skip to be fit cancelled due to COVID</p> <p>Other sports not done due to COVID and school closure</p>	Continue next academic year. Not done due to COVID
5. increased participation in competitive sport	To increase and monitor the participation of pupils across school in intra school competition	<p>Audit current provision of 'intra' competition through planning scrutiny</p> <p>staff understanding of 'competition' as a learning platform embedded approach to 'competition' –pupils setting personal 'next step' challenge/target, embedded team paired/small group/team competition in lesson structures.</p> <p>Level 1 Intra festivals e.g. end of unit class festival/competition/tournament</p> <ul style="list-style-type: none"> - Summer School Sports Day - Intra-House Games / teamwear <p>Dance Festival/Assembly showcase</p> <p>Gymnastics assembly showcase</p>	See key indicator 1	<p>End of unit gymnastics and dance display for parents.</p> <p>All Children participated in interschool competition through PE lessons and Support for teachers from Education Enterprise</p> <p>Celebrated National School Sport Week at home so no one misses out on a sports day.</p>	<p>Continue to implement and improve to have the impact needed to move forward. Seek support from Education Enterprise and county advisor.</p> <p>Look back on Sports week and comparing past to present and how times have changed.</p>

	To increase the number of pupils in participating in inter school competition	<ul style="list-style-type: none"> - Cluster festivals (SLA package) x6 per year across KS1-2- see festival programmes - Level 2 School Sport Games Competition - Level 3 County Sports (cross country, athletics, summer games) - Bishop Auckland Cluster Football League (Year 3/4 League and x2 Whole School League) - Netball League - Dodgeball League - Afterschool clubs linked to league 		<p>Afterschool cubs linked to the leagues. Developed staff and pupil confidence creating positive sportsmanship See afterschool club registers and league participation tables.</p> <p>Leagues started and children developing resilience and a good team spirit.</p>	<p>Continue after school clubs linked to festivals and competitions. Enhance through setting up lunch club.</p> <p>School games MP to take over and organise next school year</p>
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Total accounted for spend approx. £16185.84

Amount remaining £744 approx.

Throughout the school year, staff questionnaires identified some areas for improvement Staff are less confident in OAA, assessment, athletics, swimming and dance.

KS2 Children results show that improvements are needed in pupil confidence in PE lessons, understanding ways to improve, and understanding what they are learning. KS1 data shows children would like to 'enjoy' PE lessons more.

Where staff would like PE to go in the future.

More interschool games, EYFS participate in sport festivals, High quality teaching, being competitive at events, High level of participation, Easy to follow resources

Child led where possible – suggestions and sharing expertise- football gymnastics.