

**Physical Education, School Sport and Physical Activity Development Plan and Premium Impact Report Template
at St Andrews Primary School**

In **2020 – 2021**, St Andrews Primary School received **£17,340** Primary PE & School Sport Premium. This will be used in conjunction with other grants and funds from the school budget to raise standards in curriculum **Physical Education, School Sport, Physical Activity** and Healthy living (PESSPA).

Coronavirus Impact: In the 2019-2021 funding St Andrews Primary School received **£16930** , **£744** of which was unspent due to the 2020 government national lockdown, school closures and subsequent safety considerations for the pandemic control (see our school 2019-2020 published impact report). The **£744** will be rolled over into the 2020-2021 development plan below (**highlighted in green**) and **spent by March 2021** in line with DfE compliance.

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 build **capability** within school and achieve **self-sustaining improvement** in the **quality** of PE and sport in primary schools against the 5 key grant condition indicators:

1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles. Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school.
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

Any further school or subject development priorities:

- a) Develop an active learning curriculum with active playtimes linking to pupil wellbeing.
- b) Focus on Active 30 award as a proportion of the pupils did not engage in any physical activity through the covid 19 school closures.
- c) All PE to be taught using the core tasks and assessments supporting staff to begin to know what to look for so they can support progression.
- d) Identify CPD for staff.
- e) Virtual competitions will be looked in to moving back to school where CR will attempt to create an interest with other schools in the area.
- f) Year 5/6 swim priority.

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The following **PESSPA Development Plan** includes all planned and continued actions to support the schools PESSPA programme and its vision, building upon previous achievements and sustaining the most valued approaches that support positive pupil outcomes.

This action plan is a working document **subject to change** throughout the academic year. Actions may be RAG rated to support school self-review.

In the planning stages, costs are estimated where possible and **actual spend** recorded when known.

This development plan will also include (and state clearly) actions and areas not funded directly from the PE & Sports Premium grant (free or other) to support a move towards a self-sustaining approach. See our School PE and School Sports Premium Budget- ledger for any further specific cost breakdown.

The Primary PE and Sport Premium 2020-2021 spend and IMPACT will be finalised and published on our school Website by e.g. 31st July 2020 in line with DfE compliance. Any collated evidence referenced to support impact statements, can be requested from the Subject Leader or SLT.

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<p>Sports Premium Grant Conditions</p> <p>1-5</p> <p>& (if applicable)</p> <p>School Priority Link a-d</p>	<p>INTENT</p> <p><i>What are your aims?</i></p> <p><i>What do you to achieve?</i></p>	<p>IMPLEMENTATION</p> <p><i>What steps and actions will you take?</i></p> <p><i>How will you achieve it?</i></p> <p><i>Link actions to support intentions.</i></p>	<p>SPEND</p> <p>Predicted, known or estimated</p> <p>Actual Spend</p>	<p>IMPACT</p> <p><i>What will the impact of our actions be?</i></p> <p>Intended impact</p> <p>Actual Impact and Evidence (Qualitative and Quantitative)</p>	<p>SUSTAINABILITY</p> <p><i>What actions need to be continued, developed or altered?</i></p> <p><i>How will cost implications change?</i></p> <p><i>What considerations will you make for the next academic year or developmental cycle?</i></p>
<p>1. The engagement of <u>all</u> pupils in regular physical activity – kick-starting healthy active lifestyles. Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school.</p>	<p>To increase staff confidence and opportunity for using Physical Activity into broader areas of the curriculum active learning in curriculum subjects.</p> <p>Learning in and through the outdoors developed across) to support pupil health, wellbeing and engagement.</p>	<ul style="list-style-type: none"> - Creative Curriculum CPD: - Staff to use the skills gained on MAP skills and orienteering CPD. Also the maps, compass’ and the set course to support in PE during OAA and in active Geography lessons. This includes embedded Physical Activity opportunities to support pupil learning. - 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. - Whole school take on a more active curriculum enriched with health and wellbeing. Links to science, PSHE RSE and health. Whole school to explore teaching active maths, literacy, phonics and foundation subjects 	<p>Free building on CPD</p> <p>Free</p>	<ul style="list-style-type: none"> - Whole school staff started term 1 with OAA. Evidence on dojo. - Staff have identified cross curricular links taking learning outside with increased confidence. - . 	

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	<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>At School</p> <p>Home and community links</p>	<p>both inside and outside. Develop areas to suit the needs of the children.</p> <p>- Forest School Training- NOCN Level 3 Certificate for Forest School Leaders (6 days of 10 Day Training left for x3 staff)</p> <p>- To continue outdoor learning across the using ideas gained in Sam Jackson’s forest school experience. Year 4 will not have a complete classroom on returning to school. Extra forest school sessions to support. Year 2,1 reception and nursery are due to have their missed sessions from school closure. 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>- To use fleeces and waterproofs to continue outdoor learning in all weathers.</p> <p>- Provide ks2 children and staff</p>	<p>Paid for last academic year</p> <p>Free</p>		
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	<p>To build back after school clubs if covid 19 restrictions allow</p> <p>Develop Young Sports Leaders in year 5.</p> <p>Try to build virtual healthy intra and inter school competition/festivals with support of Lewis</p> <p>To increase the awareness of leading a healthier lifestyles</p>	<p>with wetsuits. Also provide staff with fleeces with school logo.</p> <p>Whole school introduce active blasts</p> <p>Create home and community links.</p> <p>Encourage bubbles to attend after school clubs. Lewis to take Wednesday club. Staff to volunteer active afterschool clubs. Pupil voice of choices</p> <p>James and Lewis, Education Enterprise, train all of year 5 in young sport leaders Autumn 1</p> <p>Have a cycle to school Friday. Cycle to school week Sustrans.</p>	<p>Free</p>		
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		Link to DT and science an continue to encourage children to look at healthy diets			
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)	- See Key indicator 1,3 and 5 - Continue to raise the profile of PESSPA to engage the wider school. Promoting PESSPA not all staff, children or parents are not familiar with the meaning		To raise the profile of PESSPA within school, recognising whole child development through effective and high quality PESSPA (see key indicator 1, 3, 5)	

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	<p>To recognise PESSPA supporting whole child development and academic success</p>	<ul style="list-style-type: none"> - Due to COVID19 there has been a widened attempt to engage our school at home in PE and PA. - Celebration assemblies and award ceremonies - PE SS PA Notice board - Update and refresh <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>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? Use teams site to promote virtual competition between schools in local area</p> <p>Children have other commitments. How can we engage a wider G and T who are not tied into their own sport?</p> <p>Jodie Norman and Tammy Smith-Public health – workshop- with a view to</p>		<p>To recognise PESSPA supporting whole child development and academic success</p>	
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		<p>develop the healthy school framework (PESSPA linked to PSHE and wellbeing agenda). Active 30 workshop. Until end of November.</p>			
<p>3. increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Improve high quality PE provision across whole school. Robust, rigorous and consistent Formative Assessment across school using Core Tasks, Assessment for Learning approaches and effective recording/tracking of pupils</p>	<p>Upskilling of staff through;</p> <ul style="list-style-type: none"> - Education Enterprise (Teacher support in class, NQT teacher support over Autumn and Spring term) - Teaching using the core tasks and assessments. Supporting staff to begin to know what to look for so they can support progression. Staff to use core task to support teaching. - Use the Core task assessments to identify where children are as a starting point. - Use the core task assessment as a guide to next steps and the core task and resources to support progression in teaching. - Children engaged and know their next steps and involvement in AFL approach. - End of unit assessments are completed by all teachers. - Subject leader create a system for 			

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		<ul style="list-style-type: none"> - tracking pupils development. - Subject leader uses end of unit assessments to inform any intervention needs, staff CPD needs and curriculum overview. - Subject leader, supporting staff to prepare for dance unit. Subject folders created. - Staff development Subject leader. Subject development (County advisor) 6 hour contract. PESSPA conference 2020 - 6 key notes and 13 workshops (full access) - Pilates imoves - video of pilates to use in teaching. - Staff training audit - Access to County Wide Training (subject leader networks) - Whole staff training audit of needs created Spring – Summer. - PE lead (subject leader training, County advisor CPD and bespoke support) - Continue to develop PESSPA leadership skills and confidence through county advisor support. Areas for focus- Swimphony data, Premium funding, 	<p>£600</p> <p>£145</p>		
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		<p>School games and areas missed due to covid. Aware that children can't go out need to ensure health competition. Swimming when this resumes prioritise year 6 and year 5</p> <p>Water safety and danger. Fundamental movement supporting children in the water. Floating shape, streamline shape lovely dives with the shape, star fish, wide surface area. Swimming conference Summer term.</p>			
4. broader experience of a range of sports and activities offered to all pupils	<p>To provide a broad opportunity for pupil participation in alternative activities</p> <p>To identify talent pathways.</p>	<ul style="list-style-type: none"> - 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 - See forest schools above <p>Fitter future (check where data is stored how secure is it). Safeguarding parental controls.</p>			

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<p>5. increased participation in competitive sport</p>	<p>To increase and monitor the participation of pupils across school in intra school competition</p> <p>To increase the number of pupils in participating in inter school competition</p>	<p>Audit current provision of ‘intra’ competition through planning scrutiny of 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. Use outcomes from the back of the core task dance. Copy repeat perform. See intra school festival timetable on timetable.</p> <p>Seek support from county advisor.</p> <ul style="list-style-type: none"> - Virtual Summer School Sports Day. Durham active partnership SGO (James) - Cluster networking for establishing mini virtual challenges. (see Go Well step challenges) email to see if Sarah can give me 3 hours to create something. sarahprice@go-well.org - Intra-House Games/ teamwear - Level 2 School Sport Games Competition. - Level 3 County Sports (cross country, athletics, summer games) <p>Virtual games and festivals</p>			
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