

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

In 2021 – 2022, St Andrews Primary School received £17330 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 2020-2021 funding St Andrews Primary School received £17330 , £1984.23 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 £1984.23 will be rolled over into the 2021-2022 development plan below and spent by July 2022.

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
5. increased participation in competitive sport

Any further school or subject development priorities:

- a) Promote active and healthy lifestyles both in and out of school
- b) Swimming priority year 5 and 6
- c) Build back festivals and competition
- d) Staff CPD
- e) NQT training

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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. RAG rating in intent and implementation columns- red not done, yellow needs more work, green successfully implemented.

In the planning stages, costs are estimated where possible and **actual spend** recorded in red 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 spend IMPACT will be finalised and reported on our school WEB by e.g. 31st July 2022. Any collated evidence referenced to support impact statements, can be found within the school PESSPA moderation folders.

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<p>Sports Premium Grant Conditions</p> <p>1-5</p> <p>& (if applicable)</p> <p>School Priority Link</p> <p>a-e</p>	<p>INTENT</p> <p><i>What are your aims?</i></p> <p><i>What do you hope to achieve?</i></p> <p>What do you wish pupils to learn/know/practice and achieve?</p> <p>Is your intent focus clear about the target of your impact (whole school/cohort/group)</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 your actions to support your intentions.</i></p> <p><i>You may consider a stepped approach to show your actions building over time.</i></p>	<p>SPEND</p> <p>Predicted, known or estimated</p> <p>Actual Spend in red</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>What do pupils now know/demonstrate/show/Articulate?</p> <p>What improvements have been made and how successful has the impact been?</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>Continue to increase staff confidence and opportunity for using Physical Activity into broader areas of the curriculum active learning in curriculum subjects.</p>	<p>Whole school will continue to take on a more active curriculum enriched with health and wellbeing. Links to science, PSHE RSE and health.</p> <p>Seek support from Kate Stephenson.</p>	<p>Free</p>	<p>Active blast and healthy eating added to PSHE Relationships curriculum.</p> <p>Whole school designed a healthy lunchbox. Following on from this there was an increase in children bringing in a healthy balanced packed lunch. Checked weekly by Sport lead. Children were excited to show contents of lunch. Some children said they had started to help</p>	<p>Continue to have active blasts and healthy eating within the PSHE and health curriculum. Look out for competitions linked to this.</p> <p>Have a school competition for the most balanced packed lunch box design.</p> <p>Assembly where all classes showcase one of their active blasts.</p>

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		<p>Forest school support in foundation subject for nursery- year 4. Teachers to choose foundation subject, take notes and apply ideas to future lessons.</p> <p>Current staff continue to develop and implement active learning throughout the curriculum.</p> <p>2 x NQT CPD</p> <p>Gymnastics Go well coach classroom support-MD and JH Autumn 1</p> <p>Gymnastics CPD- Spring 2 JH</p>	<p>£2520</p>	<p>prepare lunches and asked for fruit and vege when shopping</p> <p>There were links with science and DT.</p> <p>Forest school</p> <p>Nursery, Reception, year 1, year 2, year 3 and year 4 staff all felt more confident in teaching foundation subjects through forest school. Teachers said that children were engaged in their learning. Most children said that they enjoyed being outdoors as it was fun. Some children said lessons outside made it easier to concentrate.</p>	<p>Teachers to plan some lessons outdoors in the forest school area. This will be free</p>
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	<p>Develop a forest school for KS1 initially. Once set up. Trained staff can develop and implement throughout school</p>	<p>Forest School Training- NOCN Level 3 Certificate for Forest School Leaders (6 days of 10 Day Training left for x3 staff) Unable to complete due to Covid. Course due to resume in Autumn term for 2 members of staff.</p>	<p>Carried over</p>	<p>Two members of staff completed practical part of forest school. Other staff member on maternity. Coursework needs to be completed.</p>	<p>PESSPA led to set up forest school initially for Nursery, Reception, year 1 and year 2. Seek support from OASES if needed. KS2 had training from Scouted in both foundation subjects and in maths and literacy. Use what they have learned from this and apply it to the appropriate lessons.</p> <p>There is an area in the yard behind the big wall that would be a super forest school area. Identify who this belongs to and seek advice on how to develop safely.</p> <p>Coursework to be completed during Summer holidays. If need time in Autumn 1 to complete, cover to be paid for out of Sport premium. Third staff member to complete course next academic year.</p>
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	<p>Whole school pledge to Active 30 whole school commitment as part of Active Durham</p> <p>Year 6 Sport leaders support active playtimes.</p>	<p>There continues to be an increased need for active blasts and active learning.</p> <p>Staff provide daily active blasts across the school day.</p> <p>Active playtimes. Incorporate skipping using ropes from last year. Ideas gained from skip2bfit and skipping school.</p> <p>Staff use active playtime ideas on one drive.</p> <p>Support the implementation of morning exercise to increase the active 30 whole school commitment.</p>	<p>£100 (quidditch)</p> <p>Free</p> <p>Free</p>	<p>Upgraded to Active 30 quidditch award for whole school. Photos posted on school social media.</p> <p>Whole school active blast recording for active TV with KS. Added to the website, dojo and to school face book page.</p> <p>Some classes created their own active blasts in class and improved throughout the week or 2 weeks. Teachers said that it has had a positive impact on concentration. Children said that it helps them to get out of the blue zone and into the green zone. It stops them going into the yellow zone. It helps them to regulate their emotions.</p>	<p>Continue to use active blasts in class. Teachers and support staff to watch PESSPA lead do active blasts in class 3 and class 1</p> <p>Classes that are not taking part in daily active blasts provide extra support and CPD to develop this. Reminders of resources in file on one drive.</p>
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	<p>Funding has been allocated for whole of KS2 to take part in the HEART project in collaboration with Go well,</p>	<p>Create home school and community links to educate the children and parents about the chief medical officer guidance of 60 minutes of physical activity throughout the day.</p>	<p>Free</p> <p>Free</p>	<p>Back into bubbles Autumn 2. Year 2 isolating whole term in class. Outdoor learning and active learning developed see dojo.</p> <p>Summer term-Whole school created active playtime equipment boxes in PSHE RSE and health lessons. Testing out games to play. Children said that having their own box with equipment chosen by them made them want to be more active. Staff said children are responsible for their equipment and play well outside. Children are making up their own games.</p> <p>Whole of KS2 had a Go Well bag. Posts on dojo weekly. Spring 2 whole KS2 weekly</p>	<p>Continue to use playtime boxes. Each class take responsibility for their boxes. Create games to share with others. Go Well Active 30 package. TA training in with this. Fits into playground games.</p> <p>Roll out to K1 as homework active bags. 1 child per class take a bag home and</p>
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	<p>covid recovery, active 30 and public health.</p>	<p>Engage the most vulnerable in 30 minutes of physical activity at home using equipment provided.</p>	<p>Free</p>	<p>assembly on Go Well Heart project. 91% of parents said that their children had used the Go Well bag at home.18% of parents said the children used the equipment daily, 9% of parents said children used the equipment more than once a week and 64% said that they used the equipment once a week.</p> <p>Children said that they did not always have time at home to do activities, parents would not let them use the bag. Some children said that they took bags out and used them with other children in their estate. Parents commented on the leadership skills of some children where children lead</p>	<p>share what they have done on Dojo. Active Ted bag £78.30 +VAT.</p> <p>TA training in with this. Fits into playground games. Price TBC</p> <p>Heart and Active Ted ideas to be used as a warmup in PE.</p> <p>Fit for life licence, staff training, Fit for life licence. and support from GoWell.</p>
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		<p>Engage parents</p>	<p>Free</p>	<p>activities for parents and siblings to do.</p> <p>Parents suggested that school could provide active work at home, do a broad range of sport so children could find a hidden talent, set tasks for home, provide gym equipment and more encouragement. Other parents said that school do a good job providing ideas and equipment, school do all they can to support the children and others said that they spent time in clubs and being active as a family. 95% of parents said that their children spent more than 30 minutes being physically active at home.</p>	<p>Continue to engage parents and in particular look in to how to engage parents who did not take part in the surveys.</p> <p>Look at ideas and provide experiences for parents and children.</p>
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<p>2. The profile of PE and sport being raised across the school as a tool for whole school improvement</p>	<p>To raise the profile of PESSPA within school, recognising whole child development through effective and high quality PESSPA (see key indicator 1, 3, 5)</p> <p>To recognise PESSPA supporting whole child development and academic success</p>	<p>Promote PESSPA widely in school not all staff, children or parents are familiar with the meaning.</p> <p>See Key indicator 1,3 and 5</p> <p>Continue to raise the profile of PESSPA to engage the wider school</p> <p>Create whole school PESSPA notice board.</p> <p>Celebration assemblies and award ceremonies Weekly sports award.</p> <p>Look for ways to engage a wider G and T who are not tied into their own sport.</p>	<p>Free</p>	<p>Posts on Dojo and weekly assemblies in Spring 2. Children in year 2-year 6 are familiar with PESSPA and what this means.</p> <p>After school clubs in a range of sports encouraging children to be more physically active. Successful through Autumn and Spring term as more children attending after school clubs. Less children attending Summer term.</p> <p>Assemblies based on SS and PA after festivals and competitions. Children said that they felt a part of something special when they represented the school and came out in assembly. Children were asking PESSPA lead if they could join teams and suggested practising during playtime and lunch. One child who was chosen for a league grew in confidence in the sport and this confidence continued into his schoolwork.</p>	<p>Improve after school club offer</p> <p>CPD for support staff</p> <p>Colour run</p>
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				<p>There are children throughout the school who excel in gymnastics, dance, kickboxing, football and swimming.</p> <p>Children attended school games athletics event one child got through to the final.</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.</p>	<p>Go well coaches will provide planning support and activity ideas and assessment coaching. Staff subject knowledge audit has informed areas for support from go well.</p> <p>County advisor support in dance</p>	<p>£3279.50</p> <p>£600</p>	<p>Gymnastics- NQT yr 4, year 3, Nursery and NQT Reception.</p> <p>Athletics year 1 and year 6</p> <p>Staff said subject knowledge improved, better idea of assessment in PE, more confidence in teaching PE and will take learning forward to PE lessons next academic year. Saw progression in skills particularly in athletics. Great ideas for games which the children really enjoyed.</p> <p>Orienteering- year 5 and year 4- this support was not fit for purpose- children said they loved the sessions and were</p>	

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	<p>Robust, rigorous and consistent Formative Assessment across school using Core Tasks, Assessment for Learning approaches and effective recording/tracking of pupils</p> <p>PE lead support</p>	<p>Gymnastics CPD</p> <p>Go Well mini health check</p>	<p>£179</p>	<p>really excited about next sessions but the sessions were PA not PE- discussion with Go Well.</p> <p>Teacher said the course improved her subject knowledge and enabled her to improve her practise. movements to build tension and extension. An example of this was- One child the performer and one the coach if working in pairs.</p> <p>Positive experience for PESSPA lead. Identified strengths and areas for improvement (see document). Also identified a need for curriculum lead time.</p>	<p>CPD needed to support and develop confidence in the assessment of PE. County adviser support and Go Well within 16 hours of specialist support.</p> <p>1 half day curriculum lead time per half term. Continue to develop the positives. As stated in this document areas for development are</p>
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	<p>EYFS support package</p> <p>Introduce Move with Max</p>	<p>Fundamental movement programme for Nursery and EYFS</p> <p>EYFS support package- link to book in class</p> <p>Move with Max cards</p> <p>Staff to use core task to support teaching. Use the Core task assessments to identify where children are as a starting point.</p> <p>Subject leader create a system for tracking pupils development.</p>	<p>£117.45</p>	<p>Reception-bespoke curriculum support- Created a fundamental movement block linked to the book Zog. Teacher said she gained confidence in teaching a unit of work that she had created with Go Well. The children were engaged fully and excited about next lessons.</p> <p>Move with Max cards purchased.</p> <p>Teachers use the core task assessment as a guide to next steps and the core task and resources to support progression in teaching. Most children are engaged and are beginning</p>	<p>Continue to teach Zog and use Move with Max. Ensure teacher is aware of next steps- Book another EYFS support package, Move with Max training for Nursery teacher and EYFS teacher</p> <p>Continue to use core task cards as a guide. CPD for whole staff development in assessment.</p>
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				to know their next steps. End of unit assessments are completed by all teachers.	
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	<p>Following the afterschool club audit, clubs will be based around the children's interests from September.</p> <p>Create a timetable of activities available throughout the school year.</p> <p>Staff training in yoga will ensure confident and competent delivery of PA across school.</p> <p>Identify any other staff training needs through staff audit.</p>	£975 £180	<p>Successful afterschool clubs following pupil voice.</p> <p>Identified a need for staff training</p> <p>Successful and popular yoga afterschool club</p> <p>Popular gymnastics afterschool club</p> <p>Judo taster created excitement through school and children keen to join. Coach looked at using our school as a hub but was unable to see this through</p>	<p>The number of children attending afterschool club declined in summer term. Identify why and what to do to increase participation next year.</p> <p>Staff training in invasion games, gymnastics, athletics and playground games. Go Well 16 hours of specialist support and county advisor support.</p>

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		<p>Frisbee for after school club</p> <p>Dodge balls for after school club</p> <p>Look at pupil audit for activities and taster day ideas.</p> <p>Use this data to create links to local clubs.</p> <p>Judo taster day. Table tennis, frisbee, Fencing afterschool club. See pupil voice list</p> <p>Extra swimming lessons</p>	<p>£100</p> <p>£100</p> <p>£3136</p>	<p>See swimming report</p>	<p>Go Well invasion games support- TA and PESSPA lead to gain training here.</p> <p>Tag rugby support in PE and afterschool club- year 4 and 5- preparation for next academic year.</p> <p>Links to local clubs</p>
5. increased participation in competitive sport	<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</p>	Free	<p>Sports day- quad kids and sprints. Gymnastics and dance performances in class. Games against peers. OAA-competitions.</p>	<p>Continue to attend festivals, events and competitions. Ensure every opportunity to prepare children for events is taken.</p>

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		<p>paired/small group/team competition in lesson structures. Use outcomes from the back of the core task dance. Copy repeat perform.</p> <p>See intra school festival timetable on timetable.</p> <p>Leagues Education enterprise Level 2 School Sport Games Competition. Level 3 County Sports (cross country, athletics, summer games)</p> <p>Lunch club weekly to prepare children for league and PE lessons to prepare children for events.</p>	<p>£885</p>	<p>Lunchtime support from Education enterprise to prepare.</p> <p>Autumn- year 6 rugby league children increased in confidence and skill</p> <p>Year 5/6 football league children made it to final and came third.</p> <p>Spring 1 Year 5 great success coming 2nd at handball.</p> <p>Year 3 won the mini tennis tournament- Spring 2</p> <p>Year 3- football league children increased in confidence. One child really quiet and asked to come off first match. By end of the league he was enjoying playing football and was given man of the match.</p> <p>Girls football year 3 and 4- girls increased in confidence and enjoyed working as a team.</p>	<p>Go Well Tag rugby after school club TA to attend.</p> <p>PE lessons</p> <p>School games</p> <p>Education enterprise leagues, festivals and competitions</p> <p>PE lessons, sports day, colour run. Quad kids for intra school competitions</p> <p>Audit of resources</p>
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		<p>Car seats so staff can take children to leagues, festivals and competitions.</p> <p>Team strip for children to feel part of a team- design competition</p> <p>Goalkeeper gloves</p>	<p>£215</p> <p>£44.90</p> <p>£12</p> <p>£103.95</p>	<p>Year 6- rounders- children performed well coming second in the tournament.</p> <p>Year 5/6 Netball world cup- children were extremely nervous playing new rules to this game but they overcome the nerves coming 3rd overall in the tournament.</p> <p>Year 5/6 football word cup- Got through to the final coming 4th overall.</p> <p>Bishop Auckland Dash was a huge success. We came away with 2 gold medals. One for year 3 girl running and year 4 girl field event. A huge confidence boost to the whole school. Children and Head teacher spoke on the promotional video.</p> <p>The children said that the leagues and festivals have provided them with confidence, teamwork, determination,</p>	
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		Footballs to train with at playtimes, lunchtimes and for invasion games in PE		resilience, responsibility, compassion and pride. Children wrote a letter asking for new footballs as they had none to use to practise. Balls purchased. Children using playtimes and lunchtimes.	
Total Spend 17330- £12,283.24 Left to spend £5,046.76					
Use towards paying for Go Well Next academic year. Also, for Gymnastics mats and benches as no prices given.					

Shared with and signed off by	Date	
Headteacher	28/07/2022	N James (Head teacher)
Governor	27/07/22	J R N Waine (Chair of Governors)
Subject Leader	26.07.2022	CFRichards