

Skelton Primary School Primary PE and Sport Premium Report for the academic year 2019/20

Report reviewed and updated 1st July 2020

The Primary PE and Sport Premium is ring-fenced funding to be used by our school to achieve self-sustaining improvement in the quality of PE and sport. With our funding, we aim to ensure it has a long lasting impact against the national vision that will live on well beyond the Primary PE and Sport Premium funding and benefit pupils both now and in the future.

The national vision is for: ***“All pupils leaving primary school [to be] physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport.”***

In the academic year 2019/2020, we will receive a total of £20,300. We have already received £11,842 on 01/11/19 and are due to receive the remaining £8458 on 01/05/20. After evaluating and measuring the impact of our sports premium funding for the academic year 2018-2019, we are planning to spend this year’s sports premium in the following way:

As a result of the Covid-19 pandemic and its effect on school closure and social distancing regulations, our forecasted aims and expenditure for physical education for the 2019-2020 academic year were not met. However, following an update in government guidance regarding the spending of the sports premium capital, we will use our funding by the 31st March 2021 to support our children both physically and emotionally in their return to full time education. One of our main aims is to improve our outdoor provision in order to support our children’s well-being, social interaction and implement the 30:30 vision.

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How the funding will be spent and what we are aiming to achieve	Actions taken to meet the aim	Targeted Pupils	Funding allocated	The impact on pupils and how it will be measured	How we will ensure this is self-sustaining and next steps.	Percentage of total allocation %
The engagement of all pupils in regular physical activity –healthy, active lifestyles						21.7%
<p>AIM '30-30' initiative healthy body, healthy me and healthy mind.</p> <ul style="list-style-type: none"> • build on providing an environment that is used for active playtimes • adapt environments to support children in socially distancing activities • children identified as being the least active or disengaged attend a change for life club for one hour, once a week • Introduce a Forest School area within the grounds. Home learning – one of the 5 a day – active. 	<ul style="list-style-type: none"> • Visits to other schools • Activity cards made with simple activities for play leaders and lunchtime staff. • Staff and children surveyed to pool ideas. • survey for optimum zoning (delayed due to C19) • Subject Leaders delivered proposal to SLT and staff. 	<p><i>Whole school</i></p>	<p>£3000.</p>	<ul style="list-style-type: none"> • Children making the choice to be more engaged with physical activity outside times - visible (particularly at lunchtimes) – wellbeing • Allow children to set and achieve independent challenges – resilience shown in other areas of the curriculum. • Improved playground behaviour including respect of both resources and people – CPOMS playground incidents decline. • Leaders, trained and used to maintain and improve area instilling a sense of ownership, leadership and pupil’s voice. – responsibility • Active engagement in Forest Schools to raise confidence, solve problems and be creative – reflected in the whole school curriculum aim. • Reengagement in physical activity on return to school. 	<ul style="list-style-type: none"> • Upskilling lunchtime staff and play leaders on how to use equipment – embed attitude of wanting to engage • weather resistant equipment • correct storage is used. • equipment is hygienically maintained • To work to a long term plan to build up and/or replace resources. • The number of children needing a C4L club should lower as interventions in FS increase engagement and improve attitude. <p>timetable implemented to ensure groups sizes are limited and natural resources are allowed to replenish and be sustainable for future use</p>	

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<p>AIM encourage active learning throughout the curriculum</p> <ul style="list-style-type: none"> Establish cross-curriculum orienteering course. 	<ul style="list-style-type: none"> Specialist CPD in how to use the orienteering for active lessons, breaks and P.E. Scheme will be timetabled in to enable it to encourage optimum use 	<p>Whole school</p>	<p>£1,395</p>	<ul style="list-style-type: none"> More engagement in active learning – 30-30 / health and wellbeing OAA objectives met Team work – and competitive element develops respect and resilience Fresh air an exercise – not sacrificing other areas of the curriculum e.g. geog / maths Increase independence and problem solving leading to children adapting a resilient and reflective approach. Basic sense of direction, distance, space awareness and basic coordination skills will improve for all ages. Outcome seen in PE core strength, stability and skills of balancing improved Develop an enjoyment of the outside environment and its associated health benefits – ready to learn – daily activity improves concentration develop Pupil Leaders – responsible Encourage children that don't perceive themselves as sporty to develop a love of movement 	<ul style="list-style-type: none"> Resources kept digitally to enable updating and expansion of challenges. Participation in orienteering festivals and competitions, in School and external. Pupil Leaders responsible for break time challenges and House competitions. Active culture developed when staff see benefits throughout the curriculum. <p>Stamina transferred to learning behaviours.</p>
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	House Teams, Sports Day and Sports Relief.				
<p>AIM All children to able to swim 25m when leave school</p> <ul style="list-style-type: none"> Catch up lessons – cancelled due to COVID 19 develop their water confidence – cancelled due to COVID 19 	<ul style="list-style-type: none"> Survey of UKS2 swimming abilities taken via welfare calls for coming year. 	KS2	£1000	<ul style="list-style-type: none"> Children will regain confidence and progress. Less confident and non-swimmers will have more time invested in them. This will be measured against the number of 6 pupils leaving school being confident in water and able to swim at least 25m. 	<ul style="list-style-type: none"> It is envisaged that there will be a severe impact on swimming abilities and water confidence. This will be revisited as guidance is given and a way forward mapped out. <p>Consider training a member of staff to support swimming in small groups.</p>
Increased confidence, knowledge and skills of all staff in teaching PE and sport					
<p>AIM Provide specialist subject CPD for teaching staff.</p> <ul style="list-style-type: none"> Our aim in upskilling our staff is to enhance the quality of teaching, learning and assessing within all P.E lessons across all key stages. 	<ul style="list-style-type: none"> self-evaluation questionnaires completed by staff to assess their areas of weakness Some CPD already completed and additional planned in when legislation and guidance allows addressing 	Whole School	£200	<ul style="list-style-type: none"> increase in teaching staffs' confidence and competence will see more teachers delivering high quality PE As the quality of teaching improves, there should be an improvement in children's core skills and their physical performance. The number of children reaching the expected standards of the national curriculum in P.E will increase. 	<ul style="list-style-type: none"> All course materials will be available electronically to make it easily accessible by staff. New staff and NQT's will have a mentor and be offered CPD commencing on 2nd September.

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	<p>identified areas of need.</p> <ul style="list-style-type: none"> • Lockdown virtual CPD 				
<p>AIM Provide high quality P.E lessons for all children.</p> <ul style="list-style-type: none"> • Teachers have resources to plan varied lessons. • Assessment through SPS Assessment APP. Curriculum map to reflect whole school intent. Learning pathway from FS to Y6. • Develop Resources to provide staff with ideas and examples of how to teach and deliver different sporting skills. 	<ul style="list-style-type: none"> • Plans and resources from CPD attended by staff will be stored electronically to enable them to be quickly accessed and utilised via ipads. 	Whole school	<i>Included in CPD</i>	<ul style="list-style-type: none"> • Varied lesson keep children engaged and motivated and will cater for all learning styles • Progression of skills and knowledge throughout school to allow children to build upon prior learning. • Lessons challenge, motivate and inspire pupils to achieve their full potential. • Teaching responds to the pupil's need, therefore accelerating learning progress and enabling them to achieve in line with and/or above national expectations. 	<ul style="list-style-type: none"> • As these are received, they will be organised for ease of use • Staff have been made aware when new resources/ideas have been added. • Accessible to all members of staff.

Broader experience of a range of sports and activities offered to all pupils						7.1%
<p>AIM Provide a range of sports / activities to encourage trying new sports / physical activity.</p>	<ul style="list-style-type: none"> • Provide different after school clubs (postponed due to COVID) • Provide forest schools 	Whole school	£1300	<ul style="list-style-type: none"> • Pupils having access to a wide range of equipment will see them more active and engaged in sport, the outdoor at both playtimes and in lessons. • This impact should be evident by how 	<ul style="list-style-type: none"> • Staff, Play Leaders and pupils taught how to use and store the equipment correctly. • Pupils given roles in checking the equipment back in from playtimes. • Regular checks taken to locate any 	

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<ul style="list-style-type: none"> • Improve the provision of equipment for games available at playtime and activities that can be undertaken in P.E lessons. • Forest School – provide resources to allow staff to deliver forest schools. 	<p>(postponed due to covid)</p>			<p>many children are participating in different sports at playtimes.</p> <ul style="list-style-type: none"> • To see children using outdoor spaces and resources both respectfully and responsibly. • Children to become self- reliant in assessing risks and challenging themselves. 	<p>missing items.</p> <ul style="list-style-type: none"> • Playground zoned to promote better play and focused tasks. 	
<ul style="list-style-type: none"> • invite current influential sportspeople into school (postponed) 	<ul style="list-style-type: none"> • Local sporting success stories invited into School. • Success stories shared 	<p>Whole school</p>	<p>School funded</p>	<ul style="list-style-type: none"> • Children inspired and motivated to participate in different types of sports. • Stories from role models who have been successful will show children that they too can be successful. 	<ul style="list-style-type: none"> • Pupils who leave the school and go on to succeed in different areas of sport will be encouraged to return to school and share their experiences • aspirations raised. 	
<ul style="list-style-type: none"> • build up local links with local sports clubs • work in partnership with them to engage as many of young people in sport as possible. • Our aim is to raise awareness of what is available to children outside of school hours 	<ul style="list-style-type: none"> • Contact local clubs • Boro Foundation have delivered support pre, during and post partial closure • Workshops with local sports people • Parents have been invited to attend workshops 	<p>Whole school</p>	<p>£150</p>	<ul style="list-style-type: none"> • Children have gained a greater awareness of what is available in the local community. • Opportunities to experience new sports with contact details available to help them to engage in them. • The impact can be measured on the number of pupils taking part in sport outside of school, either in person or virtually. 	<ul style="list-style-type: none"> • Children share their experiences of different sports with their peers • Develop life skills through sport e.g. team work, communication, achieving own targets and the pride of representing school. • Boro Foundation will continue to help deliver advice and guidance to local families. Especially essential to help identify individuals, families and communities with anxiety struggles. 	

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Increased participation in competitive sport						18%
<p>Aim Increase participation</p> <ul style="list-style-type: none"> • provide children with the opportunity to participate in a range of competitive sport at levels 2 and 3. • give children the opportunity to experience success and failure and work collaboratively with others. • continue to support a range of competitive sport via virtual competitions and personal challenges and keep our pupils and their families physically active 	<ul style="list-style-type: none"> • Membership of Redcar and Cleveland's School Sports Partnership • Attended off-site training for teams and hosted training at own site. • Allowed an extended range of children the opportunity to attend a competition or festival. • Provided G&T and SEND pupils the opportunity to compete • entered all Cluster events 	Whole school	£2,800	<ul style="list-style-type: none"> • develop skills needed to compete in a wide variety of competitions which has allowed their performance and their ability to work successfully with others to grow. • A range of pupils have been given the opportunity to experience of competing in a competitive environment and this aids them to experience challenge and learn the skill of resilience. • children take up of these sports outside their school day. • fourth on the Virtual Sport's Challenges, where family were encouraged to participate – during partial school closure 	<ul style="list-style-type: none"> • children experienced competition and have been encouraged to take up sports both in and outside of school. • Links with our local community and clubs have been fostered. • Partnership's ethos altered to ensure that a wider range of children participate in festivals, coaching and competitions. • By investigating, identifying and then utilising a range of web based platforms to deliver physical activity to pupils (and families) over the extended absence. 	
provide transport to events	<ul style="list-style-type: none"> • Partnerships have been created with local travel companies and/or schools for transport. • Best price is sought for each trip. 	Whole school	£866	<ul style="list-style-type: none"> • The impact of this transport is that all pupils can travel to a wide range of competitions. • Those children who are disadvantaged are not prevented from taking part in these competitions. 	<ul style="list-style-type: none"> • To continue to use shared transport with neighbouring schools attending the same competitions when travel in once again permitted. • allow as many pupils to access as wide a range of events and competitions as possible. 	

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Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
The percentage of our current Year 6 cohort who swim competently, confidently and proficiently over a distance of at least 25 metres.	64%
The percentage of our current Year 6 cohort who use a range of strokes effectively [for example, front crawl, backstroke and breaststroke.	67%
The percentage of our current Year 6 cohort who perform safe self-rescue in different water-based situations.	70%
Has any money being spent or is planned to be spent on providing additional provision for swimming?	An amount had been allocated to provide additional sessions for a portion of children who have not met the National Curriculum yet or would benefit from swimming sessions as a life skill. All swimming sessions were (and remain) cancelled due to pandemic.