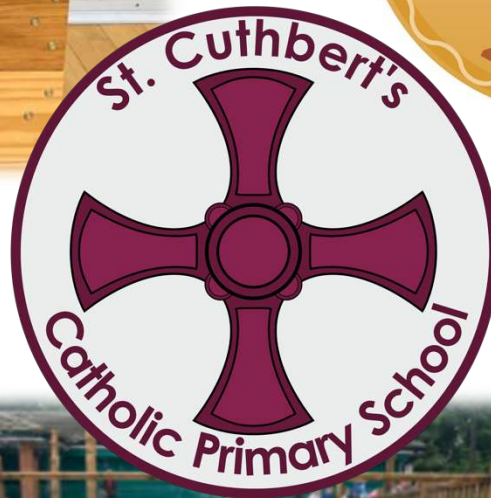


Evidencing the impact of the Primary PE and Sport Premium



Details with regard to funding

Please complete the table below.

Carry Over from 2020/21	£ 8136
Total amount allocated for 2021/22	£ 17,680
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 25,816

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study	
What percentage of your current Year 6 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 2021. Please see note above	91%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	91%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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?	Yes

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:	Date Updated:	
Key indicator 1: The engagement of all 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:
				49%
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 and suggested next steps:
<ul style="list-style-type: none"> For pupils to know that participating in physical activity for 60 minutes each day is important for health Pupils will have the opportunity to participate in 30 minutes of activity daily that increases the heart rate. To increase motor competence and movement skills in all pupils – locomotor skills, stability skills, manipulation skills Staff will be trained in supporting and preparing active play times Pupils will be engaged in high quality play during lunchtimes to increase mental and physical wellbeing, teamwork and communication Pupils at breakfast club will be engaged in active play before lessons begin High quality after school clubs will encourage the least active children to participate and be inclusive of all pupils Maximise the opportunity for 	<ul style="list-style-type: none"> School commits to Durham Active 30 and staff build time into their day for purposeful active breaks of at least 15 minutes CAFOD Walk for Hunger raised the profile of purposeful activity – all pupils were engaged during the Spring term in pacy walking or jogging each day to collectively achieve a target distance Invested in OPAL training for all staff including lunch staff Storage for small parts, active resources eg cargo netting, balls, hoops. Play leaders club has trained Y5 pupils to engage other pupils in play that encourages locomotor, stability and manipulation skills After school clubs have catered for a wide range of interests e.g. multisports, cricket, gymnastics, dance, archery PE uniform worn on PE days by 	<ul style="list-style-type: none"> No funding for Active 30 No funding for CAFOD resources £ 4897 £ 7000 No cost – TA is trained to deliver these sessions No cost – clubs run internally or SSP allocation £750 	<ul style="list-style-type: none"> Pupils take part in active time which has included skipping, running, walking and hooping. They recognise that a physical break is helpful to aid concentration and teachers successfully plan these breaks into their day. OPAL training has increased staff confidence when allowing children to climb, balance and play and as a result, more children are developing these stability skills during play and lunch times. The OPAL initiative has helped children engage in a wider variety of play. Hooping, dancing to music, skipping and football are still popular but now children are also very invested in building, den making, playing tennis and rounders and climbing. Play leaders are becoming more confident in preparing zones for play and recognising the benefits of types of play 	<ul style="list-style-type: none"> Further OPAL training for lunchtime staff and delegation of roles Formalising timetable for OPAL staff roles and investing time for planning and preparing new areas for play. Ensuring resources are well maintained and built upon over the next three years will require some of the PE & Sport budget to be allocated to this area. <p>After school clubs will continue to build on the role of play leaders and take account of pupil voice. We will give opportunities for new and varied sport and physical activity clubs where possible</p>

pupils to engage in PE and physical activity	all classes. Pupils have appropriate outdoor footwear in school and storage is available for each class		<ul style="list-style-type: none"> • Soft drop off time and breakfast club allows pupils time to move and regulate before school begins which eases transition each morning • After school clubs have been popular and well attended. Staff take account of pupil voice and less active children e.g. many of our least active children were encouraged to come to archery. Many were keen to come to multi sports because there was a range of things to try. • Appropriate PE kit being worn on PE days and outdoor footwear ensures that pupils do not waste time getting changed and that they can access outdoor play in all weathers. 	
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				3%
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 and suggested next steps:
<ul style="list-style-type: none"> Pupils will take on leadership roles the support sport and physical activity To embed physical activity into play that promotes physical and mental wellbeing, resilience and teamwork Pupils, staff, parents and community are aware of sporting achievements across the school Pupils are supportive of one another Olympics Sporting Values are celebrated Commonwealth values of humanity, equality and destiny are celebrated 	<ul style="list-style-type: none"> Training sport and play leaders and giving them opportunities to lead Including a variety of collaborative and physical opportunities in the OPAL plan has engaged pupils in den building, crate building different sports and games. School website is linked to social media accounts and active. fundraising days and news posts House group system for Sports Day encourages pupils to work with pupils in different year groups; pupils work across year groups in different teams Sporting values are celebrated in all sporting events. Older children who show good sporting values are selected to be sports leaders who support younger children. Picture News Assemblies and Rights Respecting teaching have allowed us to teach these values and model their importance which has a wider impact on behaviour and attitudes. Participation and excellence are rewarded through medals and trophies. Successful application for Gold Standard in School Games Mark 	<p>£ 98 for trophies and medals</p> <p>Staff complete other aspects as part of their duties e.g. running sports leader clubs, website maintenance, SGM, assemblies.</p>	<ul style="list-style-type: none"> Play leaders are increasingly taking ownership of outdoor provision Sport leaders have helped younger children at sporting events e.g. Y2 OAA day; some Y6 cricketers supported coaching the Y5 teams for festival and helped to select teams. Following two academic years impacted by lockdowns, there was a decrease in physical fitness, wellbeing and social skills in pupils – OPAL has given us a boost to improve this and has started to have an impact this term with pupils arguing less, collaborating more and speaking positively and enthusiastically about their play and problem solving. Website is updated regularly – the PE news feature is updated whenever pupils have participated externally and we have promoted the OPAL scheme through appeals – posts are regularly commented on by parents and our wider community Sports Leaders and any pupils participating in PESSPA to represent school are expected to uphold sporting values and be excellent ambassadors for school. This is aspirational for 	<p>Continue to promote OPAL and PESSPA through our school website and local forums to source resources to support den building etc.</p> <p>Leadership roles continued and new training given to Y4,5,6</p> <p>Develop House Group competition opportunities in in-house competition</p>

			pupils and encourages these positive values. In Year 6, one or two pupils are chosen for our Winter Trophy for excellence in sporting ability and attitude.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				45%
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 and suggested next steps:
<ul style="list-style-type: none"> To provide staff with professional development appropriate to their need in the current academic year To provide targeted support for staff new to school and to year groups To train all staff, including lunch staff, on the importance of high-quality play and physical literacy To use the knowledge, skills and experience of staff to develop skills of others To become involved with our MAT in the development of a PE curriculum 	<ul style="list-style-type: none"> Invest in SSP to deliver team teaching particularly in Y1 & Y4 – staff new to year groups Appointment of TA in July 2021 who is a qualified gymnastics coach and previously worked for SSP OPAL training for all staff who work with children at break and lunch times. 	<p>£6654 SSP</p> <p>Release time for TA and PE Lead from class</p> <p>£4897 OPAL</p>	<ul style="list-style-type: none"> Year 4 and Year 1 staff have been supported in delivering games... Gymnastics scheme of work for school has been updated ready for roll out in the next academic year – TA has also worked closely with MAT on the working party to ensure our scheme progresses from EYFS to Y6 TA appointee has become part of the PE team with PE lead and DHT, who was previous PE lead, to ensure skillset is used well. All staff are more knowledgeable about play and active time and the importance of this for all pupils. Staff have been particularly engaged with this following two years of lockdowns and noticing the impact on physical and mental wellbeing in pupils 	<p>Silver level SSP has been invested in for the next academic year.</p> <p>Timetable TA to support with gymnastics teaching where appropriate</p> <p>TA to become further involved with BCCET curriculum development</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				13%
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 and suggested next steps:
<ul style="list-style-type: none"> To ensure that the impact of lockdown on the swimming ability and experience of pupils is addressed through top up sessions To ensure pupil voice and least active members of school are considered when planning extra-curricular activities To provide inclusion opportunities for pupils who have SEND To ensure pupils have access to high quality competitive sport Provide enrichment opportunities linked to outdoor and adventurous activities for pupils in Y2,4,5,6 Invest in resources for teaching high quality PE 	<ul style="list-style-type: none"> Top up sessions have enabled Y4, 5 & 6 classes to attend swimming this academic year. Pupil voice questionnaires and discussion in PSHE sessions. Discussion of OPAL and outdoor opportunities in assemblies Monitoring pupil attendance annually to target least active pupils on a rolling programme TA support for SEND pupils as needed to promote inclusion of some of the most vulnerable pupils Team Challenge Adventures to deliver OAA day to Y4 Y6 to use Seaham Marina and local OAA providers in enrichment week Y5 to include elements of OAA in residential to Grinton Lodge Audit and purchase resources to promote high quality lessons 	<ul style="list-style-type: none"> £2193 £525 £575 	<ul style="list-style-type: none"> Swimming data above is an increase from last academic year. 	<ul style="list-style-type: none"> Continued buy in with SSP Y3 & 4 OAA days in 2023 Continued provision for swimming catch up post COVID

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				33%
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 and suggested next steps:
<ul style="list-style-type: none"> Whilst we maintained competitive elements as much as possible through the two pandemic years (SSP travelling competitions), we aim this year to engage in inter school competitive sport as much as possible through local football league and SSP competitions. To ensure competitive opportunities are planned into teaching sequences To support pupils with SEND when engaging in competitive sport in school and in inter school competitions. To celebrate and recognise participation and achievement on our school website and social media, in assemblies and with medals To hold house group sports day To promote links with local sports clubs 	<ul style="list-style-type: none"> Inter school events included: <ul style="list-style-type: none"> Football A team league Football B team league Cross Country Netball Tag Rugby Girls' Football Sports Hall Athletics KS2 Swimming Gala KS1 and KS2 Gymnastics Year 1/2 Football Year 3/4 Football Basketball Dance Festival Dance Showcase New Age Kurling Boccia Mini Tennis Girls' Cricket Y5 Cricket OAA Year 5/6 Athletics Skipping Competition 	<p>£6654 SSP</p> <p>Release time for staff to take classes: covered internally</p> <p>Transport: £1970</p>	<ul style="list-style-type: none"> More children taking part in competitive sport out of school Significant successes including <ul style="list-style-type: none"> Football B team came second in league Football A team came third in league Football A team came second in Harry Page cup KS1 girls came third in Cross Country Netball - bronze Tag Rugby – silver Girls' Football – silver KS1 Gymnastics – Gold LKS2 Gymnastics – Silver & Bronze UKS2 Gymnastics – gold UKS2 Gymnastics open - silver Year 1/2 football – bronze Dance – through to showcase New Age Kurling – gold Girls' Cricket – silver Year 5 cricket – gold Athletics – 4th place. One child went through to County Finals for shot and achieved bronze Skipping – silver Core Task planning allows opportunity for playing in competitive games and tasks e.g. 2v3, 2v2, moving up to games with full rules as children progress through the task and through school 	<ul style="list-style-type: none"> Continued buy in with SSP Developing links with MAT to explore competitive opportunities Links with local clubs provide faster workshops for pupils.

			<ul style="list-style-type: none"> • Pupils with SEND are supported to take part in competitive lessons and competitions through TA support, STEP approach and entering SEND specific competitions • Website and social media updated regularly • Medals, certificates and Winter Trophy awarded • Sports Day Trophy awarded to winning house group • Website promotes links with local clubs 	
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Signed off by	
Head Teacher:	Nicola Noble
Date:	14.07.2022
Subject Leader:	Andrew Boyle
Date:	14.07.2022
Governor:	Ian West
Date:	14.07.2022