

Biddick Hall Infant and Nursery P.E Sports Premium Funding 2020 - 21



Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<p>Trim trail actively used on a rota basis by all KS1 children</p> <p>All children from Nursery to Year 2 took part in whole day sporting events such as Skipping day, Hula Hooping.</p> <p>Children have actively taken part in sporting events in the local area such as Multiskills tournaments, dance festivals, football tournament, and athletics tournament over the past few years. This gives all KS1 children to opportunity to represent our school in sporting events.</p> <p>Daily Mile was being used each day by each class during their break times and encouraged by staff to engage children in daily fitness.</p> <p>Weekly after school clubs have been created and opportunities given to KS1 children including: Dance Club, Multiskills, Judo and a Theatre group.</p> <p>Year group Sports Days are celebrated and joined by parents. (July 2020 sports day cancelled)</p> <p>Reception were having a coach led P.E session weekly, to prepare them for the Year 1 transition and curriculum. Positive outcomes as coach has expressed they are ready for accessing Year 1 curriculum and have strong foundations to build upon.</p>	<p>Yard equipment has been shared between 6 classes due to Covid restrictions and is lacking. Audit and purchase further equipment to promote active and engaging break and lunch times. P.E lead to send questionnaire to staff to ask what equipment staff feel would engage their children in an active break time in each year group.</p> <p>Break times and Lunch times staggered to allow yard space for each year group and classes. Staff to support children in using the equipment correctly, develop physical development skills and team building skills. This to continue after Covid if possible.</p> <p>Due to Covid restrictions, children in KS1 have only had one P.E session per week. This session is led by Mr Hamilton, sports coach. Classes have been split in two halves of 15 children to reduce risk of spreading Covid.</p> <p>When Covid restrictions are lifted, teachers are to lead one P.E session each week by using the weekly planning for each unit. (Plans delivered using P.E Hub).</p> <p>Reception children are currently not having a P.E session due to coach led sessions taking place in the hall each afternoon with KS1. Children are to participate in a coach led session weekly when restrictions lift to develop their physical development skills and prepare for Year 1 curriculum.</p> <p>Reception children take part in daily physical development activities in their outdoor area and during yard time. Equipment needs purchased to develop gross motor strength and balancing skills in order to be ready for Year 1 P.E curriculum.</p> <p>After school clubs have stopped during Covid. When restrictions lift, all coaches in and school staff to run afterschool clubs for all year groups to promote exercise and trying a new skill. Encourage school staff members to lead after school clubs for their year groups.</p>

	Make links with agencies outside of school such as Little Dribblers etc to give children more experience of new sports and challenges to try and build resilience in sport and self-confidence.
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Did you carry forward an underspend from 2019-20 academic year into the current academic year? no

If YES you must complete the following section

If NO, the following section is not applicable to you

Academic Year: September 2020 to July 2021	Total fund carried over: £0	Date Updated: May 2021		
What Key indicator(s) are you going to focus on? KI 1 & KI 2			Total Carry Over Funding:	
			£	
Intent	Implementation		Impact	

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.	N/A
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 2020.	N/A
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	N/A
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A
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?	N/A

Academic Year: 2020/21		Total fund allocated: £17,077		Date Updated: May 2021	
Key indicator 1: The engagement of <u>all</u> 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					
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
To provide opportunities for those less likely to participate in sport outside of school by providing new sports and skills for them to try.		- To enter festivals and competition for all of KS1 to have an opportunity to take part in at least one. (multiskills, football, dance, Sportsability festival.) - To make links with coaches and agencies outside of school – Etc Little Dribblers		Free to enter South Tyneside events due to being a membership school.	
Increased physical and social skills in the playground at playtimes and lunchtimes. More exciting activities for the children to engage in. Buy new resources and ask staff for ideas that would engage their children. Increasing physical participation during lunchtimes. By continuing with our lunchtime clubs we aim to continue to increase more directive lunchtime clubs in order to ensure our children are as physically active as possible on a lunchtime.		- Invest in game equipment for yard use such as giant 4 in a row, skittles, performing equipment for stage to promote talk. - Audit and purchase new equipment for all year groups to promote an active break time on the yard. - Possible coach in to support active play at lunch times for each year group to initiate activities?		£2000	
				To increase the amount of children joining in with events – Each year group to participate in at least one event each academic year to promote opportunities outside of school to keep healthy and active. EYFS opportunities for physical development through little dribbler sessions to promote formal sport teaching as part of their transition into year 1.	
				P.E lead to speak to children of the school council team to gather pupil voice of what they would like to have on the yard to promote active skills.	
				P.E lead and TA’s audited P.E and playground equipment in order to support the ordering of new resources.	
				Sustainability and suggested next steps:	
				P.E lead to attend P.E networks to seek new competitions and festivals available each year and book children on to events.	
				P.E lead to make links with outside coaches to provide new and challenging opportunities for children.	
				P.E lead and Head teacher to communicate with pupils to ensure active break times are being facilitated well and children are engaged with participating daily with physical activities and the equipment provided.	
				Yearly audit of equipment.	

Key indicator 2: The profile of PESSPA (Physical Education, School Sport and Physical Activity) being raised across the school as a tool for whole school improvement				
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:
KS1 and EYFS to promote the daily mile run during physical activity break in the afternoon timetables.	All children to jog or walk around the daily mile track on an afternoon and push own personal best. How many laps did you do yesterday? How many today?	£0	Children have improved fitness and an improved understanding of a healthy lifestyle. Children understand that fitness should be part of their daily routine and know the benefits of it.	Implement the daily mile to be used by each class across the whole school. Staff will promote the use of the daily mile at break times and lunch times. Each class to take part in the daily mile as a whole class during afternoon break times.
To encourage parental involvement through attendance at the annual sports day.	Organise a whole-school sports week during the Summer term. Classes to perform sports day and achieve medals for efforts.	£300 Medals	Children to have the opportunity to take part in competitive sports and to be supportive of peers.	Parents to take part in year group sports days and encourage competitiveness, fairness and effort in sports. Promote resilience and achievements in their efforts.
Purchase / install new Activity Trim Trail in Reception outdoor area/ replenish sport equipment so that it meets the requirements of the Physical Development outcomes for EYFS.	Trim trail/climbing frame replaced to incorporate balance, agility, climbing, strength building outside the shutters in the Reception area. Children will have a good quality equipment to meet the needs of the curriculum including Foundation Stage profile (Physical Development). Develop gross motor, upper body strength. (throwing, catching equipment, pulley systems, ropes).	£1000	To improve physical development across EYFS and to improve gross and fine motor skills. Children to have the opportunity to practise and implement these skills as part of their everyday provision during work time after formally taught by staff.	To track Physical Development improvement in EYFs and EYFS staff to implement daily PD sessions in their outdoor areas. Feedback to P.E lead to assess the impact.

<p>Purchase and adopt new PE Curriculum Planning – P.E Hub</p> <p>Pupils have the opportunity for exercise every day in all types of weathers.</p>	<p>P.E hub yearly subscription to support planning of teacher led P.E sessions in KS1.</p> <p>Activities planned for indoor play time such as Yoga, movement breaks etc IMovers. All staff to have imoves logins and use appropriately in class to provide movement breaks between lessons. Great tool to use for indoor break times to ensure children are still being active.</p>	<p>£312</p> <p>£0</p>	<p>To develop staff confidence in teaching and delivering P.E sessions and build on P.E knowledge.</p> <p>Increase in children's core strength and flexibility. Improve children's physical and mental well-being.</p>	<p>All staff following the P.E unit plans written by P.E lead and developed using the P.E hub planning. Provide consistent, high quality P.E sessions across KS1.</p> <p>Teachers to integrate yoga breaks during wet play times to ensure children are still being active for 30 minutes a day.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
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:
Sports Partnership with South Tyneside School Sport Network. Staff maintain an up to date knowledge of P.E curriculum and annual events/attend regular CPD	PE subject lead provides feedback in staff meetings from Co-ordinator meetings and training to improve whole school PE delivery.	£6500	P.E co-ordinator will be up to date with latest opportunities and expectations to convey back to the school. P.E Co-ordinator will be aware of the quality of P.E. lessons and can give feedback to improve.	P.E Coordinator to attend training and update staff with useful information. P.E Coordinator to undertake a series of lesson drop is in P.E. and offer feedback. CPD sessions for staff in staff meetings or by team teaching together.
Sports coach specialist delivering lessons and CPD with staff	Staff will observe and work alongside coaches to develop their knowledge and expertise and gain a bank of ideas to enable them to implement high quality PE.		Staff will have knowledge to apply to lessons they lead themselves to meet the curriculum and provide high quality P.E lessons with confidence.	Continue to make links with Sport coaches and have meetings each half term to discuss and reflect on what is being taught and the progression between year groups to ensure fundamental skills are being taught weekly.
Specialist Sports Coaching Across the Year – Gymnastic, Dance Coaching, Multiskills - Upskilling of staff in specific areas of PE.	Innovative activities will enrich the children's experiences and extend their developing skills. Staff will observe and work alongside coaches to develop their knowledge become more confident, creative and competent in their delivery of P.E.		Support staff confidence with teaching some aspects of P.E such as gymnastics and dance. Staff to apply the skills learnt in their own delivery of P.E. Children to have the opportunity to participate in challenging and new sport initiatives in school.	P.E lead to sources links to provide new challenging sporting opportunities in school for all children.
To replenish sport equipment so that it meets the requirements of the P.E	Purchase PE equipment to provide quality provision for all pupils	£2000	Equipment has been audit. P.E lead will use the unit plans to ensure staff have all the equipment needed to	Purchase any new equipment as and when needed, and discuss any changes or additions with

<p>curriculum by following the P.E Hub adapted planning.</p> <p>Buy new staff P.E kits to promote a sense of unity during sports and P.E and to be good sports role models for children.</p>	<p>during teacher lead P.E sessions. Ensure quantities of equipment for each class to use.</p> <p>Order staff P.E Kits after organizing sizes.</p>		<p>delivery all lessons of the highest quality and with full participation from all children.</p> <p>Staff discussion around uniformed P.E kits to support inclusion and team effort in sport.</p>	<p>staff. Staff to ensure equipment is stored away in an organised manner and ensure P.E equipment is kept separate to yard resources.</p> <p>P.E lead to order equipment and disseminate to staff. Ensure all staff are wearing kits during P.E days. (Teachers and Teaching assistants in all classes)</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
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:
Wide variety of extra-curricular clubs with a physical / sports focus to take place throughout the academic year for all children to have the opportunity to attend	Increase participation in clubs and engage in new opportunities and taking risks. – multiskills, athletics, football, dance, gymnastics. Clubs to be accessible for all children in every year group. Coaches to come in and teach after school clubs and school staff to take a responsibility for an after school club.		Meet with school councillors and gather pupils voice to organise extra-curricular clubs that children would like to participate to promote active involvement and new experiences to try. P.E lead to organise clubs available to different year groups to allow all children an opportunity to participate.	Communicate with coaches about what range of sports they can offer for different ages. Attend P.E. meetings and communicate with other schools about sporting opportunities we can provide for our children.
To provide the children with opportunities to sample new sports and exercise in whole school event days.	Opportunities for children to try new initiatives in whole school days such as skipping day, hula hoop day, dance coaches. KS1 Foundation of Light programme – PSHE for targeted children who struggled with SMSC	Hoopstarz - £236.25 full day Little movers - £25 per hour x 4 = £100	To increase the amount of children joining in with events – Each year group to participate in at least one event each academic year to promote opportunities outside P.E sessions. EYFS opportunities for physical development through little movers.	P.E lead to attend P.E networks to seek new events for whole school days and plan this with Head Teacher. P.E lead to make links with outside coaches to provide new and challenging opportunities for children.
EYFS to participate in Foundation of Light programme to develop Physical development skills.	Developed children's gross motor skills in preparation for KS1 P.E curriculum focus on: Movement, Agility, Motor Control, Balance, Object Control, Meditation and Sequences.	Little dribblers/ Foundation of Light	£660 – little dribblers – 23 rd April for 6 weeks for 2 reception classes.	

Key indicator 5: Increased participation in competitive sport				
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:
<p>To continue to raise the amount of competitive sporting opportunities for pupils and increase pupil participation.</p> <p>To provide opportunities for those less likely to participate in sport outside of school. To enter festivals and competition for all of KS1 to have an opportunity to take part in at least one.</p> <p>To continue to run after school clubs, delivered by South Tyneside Sports Development team after school every 3-4 times per week. Clubs to provide competitiveness in team games and</p>	<p>South Tyneside Sport Network will host a range of sporting events including: KS1 Multi Skills tournament, KS1 Athletics tournament, KS1 Mini Tennis tournament, KS1 football tournament, Dance Festival.</p> <p>A wide number of children from across KS1 will engage in a range of competitive sporting activities, as well as festivals to celebrate sport and exercise. (multiskills, football, dance, Sportsability festival.)</p> <p>Weekly after school sports focussed sessions to take place in a variety of sports led by staff and the South Tyneside Sports Development team.</p>	<p>Dance Festival – costume</p> <p>Multi Skills Tournament £125</p> <p>Football Tournament £125</p> <p>Multi skills £800</p> <p>Judo £2000</p> <p>Musical Theatre £1225</p> <p>Dance - Free</p>	<p>Links made through sports network to participate in sporting events with each year group throughout the year.</p> <p>All children will have the opportunity to represent our school in at least one event.</p> <p>Sports coach committed to running an after school club in our school once a week. P.E lead to seek staff skills and arrange for HLTA's and TA's to run after</p>	<p>Communicate with coaches about what range of sports they can offer for different ages.</p> <p>Attend P.E. meetings and communicate with other schools about sporting opportunities we can provide for our children.</p> <p>Book sporting events for each year group to participate in outside of school grounds.</p> <p>P.E lead to source links with outside coaches to provide more after school club opportunities.</p>

individual skills. Coaches to encourage competitive challenges to prepare children with resilience and positive attitudes towards sports.	Multiskills, Judo, Gymnastics		school clubs following the interests of pupil voice that can lead to entering competitions and performances to show case skills and talents learnt.	
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Miss K Meads
Date:	17.05.21
Governor:	
Date:	