

Biddick Hall Infant and Nursery P.E Sports Premium Funding 2021

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Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<p>Yard equipment was investigated in with last years premium. It has promoted active and engaging break and lunch times. Staff and children have expressed the improvement on the yard has also helped with behaviour and interactions between peers.</p> <p>Break times and lunch times have remained staggered and this has allowed yard space and field space to be used by the children appropriately and calmly to develop physical development skills and team building skills.</p> <p>All KS1 classes are participating in two P.E sessions per week. One Coach led and one teacher led – following unit plans created with the P.E Hub support. P.E lead has been able to monitoring teacher led sessions in KS1 and opportunities for physical development in EYFS. Strong teaching and outcomes were seen and support given where identified as CPD for staff from the P.E led. Unit plans are implemented well and most teachers feel confident in their strong teaching in P.E when following and adapting the plans.</p> <p>Coach is working on teaching the fundamental skills for development in P.E and has addressed the gaps from Covid such as team development games needed in KS1. Agility trim frame was purchased and assembled in Autumn 2 to support the children's development in these key areas such as co – ordination, upper body strength, team work.</p> <p>Reception are due to start direct coaching lessons in Spring 1 after transitioning from Nursery. Links with Little Dribblers made last academic year and had a positive effect on PD outcomes. Reception will continue to have coaches for one lesson of P.E a week. Physical development opportunities will continue to be planned for in child initiated time and resources available in the environment. Some resources were bought for EYFS to support upper board strength.</p> <p>After school clubs were planned to start in Autumn 1, P.E lead and staff assessed the children who were most at risk of needing more opportunities for active sessions, at risk of obesity or children who needed to develop their fundamental P.E skills further from the impact of covid. However, these were postponed due to covid variant.</p>	<p>Staff have shared with P.E lead ideas around further development and resources needed to upkeep interest and engagement on the yard. Ensuring the resources are available to use for all weather conditions. P.E lead will work alongside Yard equipment HLTA to order further resources.</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>EYFS staff have expressed concern around the needs of their year group and the children missing physical development opportunities for growth in nursery due to lockdowns and Covid isolations. More gross and fine motor resources will be purchased to support physical development catch up in this year group to prepare them for KS1.</p> <p>Agility trim frame was built but children have not yet had access to it due to weather condition. P.E led to seek advice on flooring or material to place underneath it such as bark, to make this area available for all weather conditions.</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>Head teacher will seek advice on when after school clubs can take place. Decisions will be made whether we can offer clubs to mixed year groups or create bubbles again. P.E led will make use of coaching offer and ask coaches to come in to lead more after school clubs so they are offered to all children in KS1 and possibly Reception towards the end of the academic year.</p> <p>Out of school competitions were cancelled last year due to cCovid. Autumn 2, Multiskills competition was initially postponed due to it being an indoor event therefore, we did not take part due to safety measures.</p>

Did you carry forward an underspend from 2020-21 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 2021 to July 2022	Total fund carried over from previous year: £0	Date Updated: December 2021		
What Key indicator(s) are you going to focus on?				Total Carry Over Funding:
N/A				£0
Intent	Implementation		Impact	
N/A	N/A	N/A	N/A	N/A

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: 2021/22		Total fund allocated: £17,090	Date Updated: December 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:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Enhance the daily opportunities and activities available for physical development in Early years.	Purchase equipment targeted at improving fundamental skills, core development and fine and gross motor skills.	£2000 (including balance bikes – K14)	Increase in physically active children with access to broader choice of equipment. Improvements in gross and fine motor skills, core strength and key skills of balance, coordination, throwing and catching, hand-eye coordination. Improved control of fine tools such as pencils.	Continue to work alongside EYFS staff to identify opportunities to enhance equipment specific to any gaps spotted in children's early physical development.
Develop quality and range of equipment on the yard for all weather break and lunch times.	Identify areas of improvement or equipment needed. Purchase equipment required.	£1000	Children have access to quality sports equipment. Support children's development of technique and skills. Pupil progress and engagement.	Work alongside Yard Equipment and Engagement HLTA to identify areas of improvement on the yard for active engagement and team work building skills.
Ensure continuous use of play on the agility trim trail.	Install flooring/bark underneath and around the area to make it all weather proof.	£1000	Children's playtimes are not disrupted by wet weather conditions. Increased opportunities for engaging in more regular and sustained physical activity.	All year round access to agility area to allow children to practise the fundamental skills taught by the coach and staff.
Provide all KS1 pupils with 2 hours of PE per week through curriculum and provide children the opportunity to access extra school sporting clubs.	P.E overview created with skills and knowledge for each topic. PE timetable every KS1 class has 1 coach lead and 1 Teacher led session. Develop a timetable of non-curriculum opportunities for after school sporting.	Price of coach £6500	Increased skills and knowledge outcomes in P.E in KS1. Assess using wider curriculum assessment grids in year 1 and year 2 with reference to PD ELG.	P.E lead to monitor impact from 2 sessions of P.E a week.

P.E kits for all teaching staff members of school to support full participation in sporting activities and events.	Order clothing samples for staff to try on for sizing and P.E lead and Head teacher to decide on P.E kit for all staff to wear in unison.	£800	Promote high expectations for all children and staff to wear P.E kit to keep us safe and to allow us to access the activities planned.	Order and purchase P.E kits for staff.
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:
Partnership work with local partners and other schools.	Affiliation to South Tyneside School Sports Partnership Premium Membership	£2200	Access to all of the South Tyneside interschool competitions, activity days, staff development and coaching days, workshops, conferences and resources/staffing.	Continue with affiliation to South Tyneside School Sport Network to receive tailored support for our school and access to provision of a sports package that suits the needs of KLPS. (coaching offers and networking)
Provide a varied range of extra-curricular school clubs and an activities program to offer opportunities for increased participation in a wide variety of sports.	Arrange for coaches to come in and deliver extra-curricular activities. – Multiskills - Football - Judo - Dance club	Multi skills £800 Judo £2000	Targeted children for clubs who are identified by staff as needing extra opportunities to participate in sporting events. (improvement of skills, team work, tackle obesity)	Discuss with staff which children will benefit the most from being offered after school sporting opportunities.
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 for two classes	EYFS beginning direct learning in P.E sessions with a specialist coach. EYFS staff support children's development of their physical skills and key fundamental skills.	Little Dribbles - Spring 1 Impact on PD ELG outcomes

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:
Partnership work with local partners and other schools.	Affiliation to South Tyneside School Sports Network Membership. Staffing cover costs to ensure P.E lead or other members of staff identified for CPD can attend external development opportunities for other subjects associated with PE/health and wellbeing.		P.E lead to access free CPD training in preparation for P.E Deep dive.	Book on to CPD training and arrange cover for class.
Develop quality of P.E lessons & Develop staff confidence in teaching and delivering P.E .	P.E lead monitoring Autumn 2 and ongoing drop ins throughout the year. Support teachers with recording 3 videos of evidence: emerging, secure, secure +		Improved quality of lessons. Staff have access to unit plans for all PE topics. Clear progress across a unit and year groups. Clear differentiation in lessons. Assessment during last two weeks of a unit.	Monitor P.E sessions and provide feedback and CPD support for those identified. Raise profile of P.E with staff in school and governor's (Report).
Keep staff updated on PE developments & Develop leadership skills and subject knowledge in PE.	P.E lead - CPD: 2021-22 provided by South Tyneside School Sports Network. Provided updates to staff via staff training/email. Sports Lead to access training and development opportunities. Attend PE Conference and network meetings.		Meetings with the network give important details about government changes opportunities to provide networking meetings with other schools in the area. Develop leadership skills and subject knowledge in PE. Increased confidence in leading PE across the school. Disseminate training/CPD to staff. Staff able to access subject specific advice and training from P.E	Implement training in school after CPD where appropriate. Support to create P.E coordinator file.

			lead.	
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:
Access to scooters and balance bikes for EYFS break times.	Purchase resources if needed: helmets, number of balance bikes. Audit and purchase equipment. Equipment also used for Bike ability skills in Summer 2.	Come out of EYFS Physical development resources in K11.	EYFS children able to access scooters during their breaktimes. Increased physical activity as set out in new EYFS framework. Improved health and wellbeing.	Monitor usage. Develop timetable if required for Reception and Nursery.
Partnership work with local partners and other schools to provide opportunities for pupils to engage in extra-curricular activities each week.	Access to all of the South Tyneside interschool competitions and resources/staffing. Transport costs covered to ensure regular attendance to competitions. Staffing cover costs where necessary. Coaching offers to support the running of clubs after school. Create a timetable of extra-curricular opportunities and make links with outside agencies. Strive to ensure that all children have the opportunity to attend at least 1 PE competition or festival each year.		Access to all of the South Tyneside interschool competitions. Being proud to be chosen to represent their school. Understanding of personal best and key sporting values (team work). Contributing to children's personal development and attitudes. Increased participation in competitive events as well as promoting sportsmanship and team ethic. Sporting pride and achievement. Festivals to be split up for different year groups to allow more children to represent the school.	Re-establish attendance of sporting events. (Covid dependent)
To encourage parental involvement through attendance at the annual sports	Organise a whole-school sports week during the Summer term. Classes to perform sports day and achieve medals for efforts.	Medals & Stickers £100	Children to have the opportunity to take part in competitive sports and to be supportive of peers.	Organise Summer 2022 sports day with sport from sporting coach. Parents to take part in year group sports days and encourage competitiveness, fairness and effort in sports. Promote resilience and achievements in their children's efforts.

day. Use coaches to provide sport specific opportunities for pupils.	Assess pupils interests in sports by school council collecting pupil voice to say what sports they would like to participate in.	Coaching offer	Gain engagement and interest in new sports and offer new opportunities for children to try.	Set task for school councillors. Seek coaching of new sports.
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:
Partnership work with local partners and other schools to provide opportunities for pupils to engage in extra-curricular activities each week.	<p>Access to all of the South Tyneside interschool competitions and resources/staffing.</p> <p>Transport costs covered to ensure regular attendance to competitions.</p> <p>Staffing cover costs where necessary.</p> <p>Coaching offers to support the running of clubs after school.</p> <p>Create a timetable of extra-curricular opportunities and make links with outside agencies.</p> <p>Strive to ensure that all children have the opportunity to attend at least 1 PE competition or festival each year.</p>	<p>Cost of coaches to come out of school trips and visits fund.</p> <p>Coaching offer and per hour charge.</p> <p>Staff to support the running of after school clubs</p>	<p>Access to all of the South Tyneside interschool competitions.</p> <p>Being proud to be chosen to represent their school. Understanding of personal best and key sporting values (team work). Contributing to children's personal development and attitudes.</p> <p>Increased participation in competitive events as well as promoting sportsmanship and team ethic. Sporting pride and achievement.</p> <p>Festivals to be split up for different year groups to allow more children to represent the school.</p>	Re-establish attendance of sporting events. (Covid dependent)
Signed off by				

Head Teacher:	Mrs A Willis
Date:	
Subject Leader:	Mrs K Hanlon
Date:	10/12/21
Governor:	
Date:	

