



Dearham Primary School



Evidencing the Impact of
PE & the Sports Premium

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<p>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.</p>	
<p>-A review of playground provision showed that children needed more opportunities to undertake physical activities during break and lunch times. The school installed Basketball and Football nets on the top yard to encourage children to participate in ball games and develop the skills taught in lessons. The bottom yard has an obstacle course to help with motor skills. KS1 children have an activity box to develop multi skills.</p> <p>-Children have 3 break times a day.</p> <p>-Mid-day Supervisors planned to run football, tennis and athletic tournaments across each term (Covid-19 inflicted on the summer term Olympic plans).</p> <p>-Cross country is ran weekly for all KS2 children promoting athletics, fitness and health.</p> <p>-Every class participates in 2 weekly PE sessions. Mostly taught by specialist coaches.</p> <p>-KS2 children participate in 1 block of swimming each year.</p> <p>-A Forest Schools area has been installed on the school field. This will open up further opportunities for the promotion of physical activity.</p> <p>-All pupils take part in three separate sports sessions per week.</p> <p>-Children enjoy sport at Dearham and have positive attitudes to health and well-being.</p> <p>-15 children competed Hunter Hall cross-country competition.</p> <p>-After school clubs are offered in a variety of sports, often with sports coaches but this has been significantly impacted by Covid.</p>	<p>-A review of provision and equipment on the field and bottom yard will promote and help children further skills and knowledge learnt in PE sessions.</p> <p>-More opportunities for organised sporting competitions during lunch times.</p> <p>-The development of an outdoor classroom.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	
<ul style="list-style-type: none"> -Cross country is a long standing tradition at Dearham School. Children understand the importance of it and engage in the weekly sessions. -Each year KS1 and KS2 participate in a village run. This is an end goal of our weekly cross country sessions and something the whole school and wider school community are behind. -We host a yearly Sports Day from Nursery – Year 6 were all children take part. Parents are invited. This promotes competition, performance, resilience and confidence. -We ran a sponsored PE challenge where the whole school participated in aerobic exercises whiling raising money for Paralympic athletes and the schools PE equipment. The children then had an assembly with Stuart Robinson. This enforced our school efforts of raising awareness of the wider world around us and equality. 	<ul style="list-style-type: none"> -After the success of our sponsored PE Challenge it was evident there were gaps in whole school participation of sports. In the next academic year we will aim to engage the whole school in a sporting activity each term. i.e. dance a thon, day of athletics, ball games etc.
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	
<ul style="list-style-type: none"> -Staff get the opportunity to watch and observe specialised coaches deliver, high quality, and diverse and technical sports sessions to children. - After school training for staff from specialist sports coach -Team teaching from HLTAs during PPA sessions. -TA and Teacher supporting all children’s abilities by doing whole group and small group sessions. -Staff are willing to learn. 	<ul style="list-style-type: none"> -A staff survey has identified staff’s confidence in delivering PE lessons. -Extra time and money will be spent on staff confidence. -Equipment is key issue in delivering confident PE lessons. -Plans highlighting rules and explanation of games. Helping with skills progression.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	
<ul style="list-style-type: none"> -Since the adoption of the MEG Sports Calendar in Sept 2018, there have been greater opportunities for taking part in competitive sport. -Big Dance and UDance - Wide variety of specialist coaches (cricket, gymnastics, dance, etc) - Wheelchair basketball session 	<ul style="list-style-type: none"> - Consider alternate dancing provision. - Continue to compete in local level competitive activities. - Include opportunities for whole school events.
Key indicator 5: Increased participation in competitive sport	

-Children participated in some competitive sports until March 2020. Tennis, football, cricket, rugby, gymnastics and cross country tournaments all provided participation in competitive sports.

-Look at alternative provision for participation in competitive sports due to covid restrictions.

Created by:  association for
**Physical
Education**  **YOUTH
SPORT
TRUST**

Supported by:   **SPORT
ENGLAND**  **Active
Partnerships**
Partnership for Active Living

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: ££18,410.00		Date Updated: 10/07/2021	
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					
School focus with clarity on intended impact on pupils:		Actions to Achieve		Funding allocatd: £11,000	
<p>-Dance sessions provided by a specialist dance teacher for all children from Reception to Year 6.</p> <p>-Specialist teacher to teach Gymnastics and Athletics to all children from Reception to Year 6.</p> <p>-Reds in the Community to continue to developing PE skills with all children from Reception to Year 6 following on from previous years.</p>		<p>-Staff can observe lessons. Children are getting high quality specialist teaching.</p> <p>-Staff can observe lessons. Children are getting high quality specialist teaching.</p> <p>-Development is clear from each year as same specialist coach with help from teacher is delivering the sessions.</p>		<p>-Children have been assessed and evidence has been collated helping progression in next year.</p> <p>-Children have been provided with an opportunity outside of the previous PE curriculum. Skills have been implemented and have started to be developed.</p> <p>-High quality teaching is consistent and children are comfortable and confident with coach.</p>	
Sustainability and suggested next steps:					
<p>-Continue all coaching next year. Look for opportunities were children can develop skills in other areas of the curriculum and extra curriculum activities. More competitions.</p>					

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				
School focus with clarity on intended impact on pupils:	Actions to Achieve	Funding allocated: £200	Evidence of impact:	Sustainability and suggested next steps:
-Develop children's, staff's and governor's leadership, confidence and understanding of the teaching and delivery of high quality PE.	-Develop children's leadership skills to lead sport at break and lunch times. -Training for PE Lead and governor with the responsibility for PE on the impact of sports premium. -Reinforce the importance of exercise and sports in regards to enrichment and mental health.		-Children have taken part in a broad spectrum of sports with numerous specialist coaches.	-Highlight the importance of sports and the effects it has on mental health by hosting 'days of sports' throughout the year.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
School focus with clarity on intended impact on pupils:	Actions to Achieve	Funding allocated:	Evidence of impact:	Sustainability and suggested next steps:
-Provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively and embed physical activity.	-Staff to observe outside coaches when delivering specialist sports. -Training with Reds in the Community.		-Staff will have the opportunity to ask in the moment questions when observing specialist questions. After watching sessions and training staff will be skilled in quality delivery of sports.	-Scheme to help staff with lesson plans and evaluation of lessons. -Staff to continue observing specialist coaches.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
School focus with clarity on intended impact on pupils:	Actions to Achieve	Funding allocated:	Evidence of impact:	Sustainability and suggested next steps:
-Introduce new sports, dance or other activities to encourage more pupils to take up sport and physical activities.	-Specialist coaching for gymnastics, dance and athletics.		-All children will learn new skills in new sports.	-Continue coaches in next year and book new coaches offering children a broad teaching in physical education. -Children in EYFS to take part in Phunky Foods scheme which connects activity to healthy eating.

Key indicator 5: Increased participation in competitive sport				
School focus with clarity on intended impact on pupils:	Actions to Achieve	Funding allocated: £1210	Evidence of impact:	Sustainability and suggested next steps:
-Class bubble competitions.	-Compete in competitions while practising the skills learnt. -Support from Linda Borthwick.		-All children will take part in 3 class competitions.	-In a non-covid time children can compete against other schools. -Continue competitions in classes.

Created by:  association for Physical Education  YOUTH SPORT TRUST

Supported by:   SPORT ENGLAND  Active Partnerships
LOTTERY FUNDED