

# Physical Education, School Sport and Physical Activity Development Plan and Premium Impact Report

## at Hutton Henry CE Primary School – 2020-21

In 2020 – 2021, Hutton Henry CE Primary School received £16,640 Primary PE & School Sport Premium. This will be used in conjunction with other grants and funds from the school budget to raise standards in curriculum **Physical Education, School Sport, Physical Activity** and Healthy living (PESSPA).

**Coronavirus Impact:** In the Sports Premium Impact Report dated 2019-20, the sum of £3898 was unspent due to the government national lockdown, school closures and subsequent safety considerations for the pandemic control. The £3898 will be rolled over into the 2020-2021 development plan below **(highlighted in green)** and **spent by March 2021** in line with DfE compliance.

This Impact Report is a working document and is subject to change through the school year.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Extended opportunities to engage in a wider range of sport through Real Adventure Through Sport.</li> <li>• Zumba After School.</li> <li>• National Schools Equestrian Association (NSEA) Level Two Competitions.</li> <li>• CPD Training including Badminton, Online Webinar training with AfPE for PE Lead., Gymnastics and Physical and Active Learning in the curriculum through County Durham.</li> <li>• Sporting achievements celebrated during whole school collective worship and Facebook.</li> <li>• Achieved Active 20.</li> <li>• PE Lead supported by county advisor for regular updates.</li> <li>• Lunchtime supervisors played an active role in engaging with children during lunchtime play.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase active learning through the school day to achieve the Active 30 certificate. Particularly focusing more on Upper Key Stage 2.</li> <li>• Share best practice with staff to ensure sustainability over the longer term.</li> <li>• Promote NSEA to the wider school.</li> <li>• Develop competitive sport with local primary schools to enable school to achieve a silver School Games Award.</li> <li>• Continue to encourage children to play an active part in leading and support PESSPA within school.</li> <li>• Supporting and engaging the least active pupils through new or additional sports activities during the school day.</li> </ul>

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## Swimming and Water Safety Report

<b>Meeting national curriculum requirements for swimming and water safety.</b>	
What percentage of your current Year 6 cohort swim competently, confidently, and proficiently over a distance of at least 25 metres? <b>N.B.</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.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming, but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes/No

### Coronavirus Impact:

Some data is not available due to the Year 6 cohort accessing swimming lessons in the Spring and Summer Terms, which they were unable to complete due to the current pandemic, closure of schools and swimming facilities.

It should also be noted that the data available is based upon results from the cohort's sessions in Year 4 which is not necessarily wholly representative of the pupil's current abilities or predicted achievement.

Our school is aware of the significant drop in the number of pupils meeting swimming expectations by the end of KS2 in 2020-2021 compared to previous cohorts. At the reopening of schools, we will review our swimming provision and consider how best to provide a catch-up swimming programme. We will also plan appropriate 'water safety' and 'drown prevention' awareness within our PSHE and RSE & Health curriculum.

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## 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.

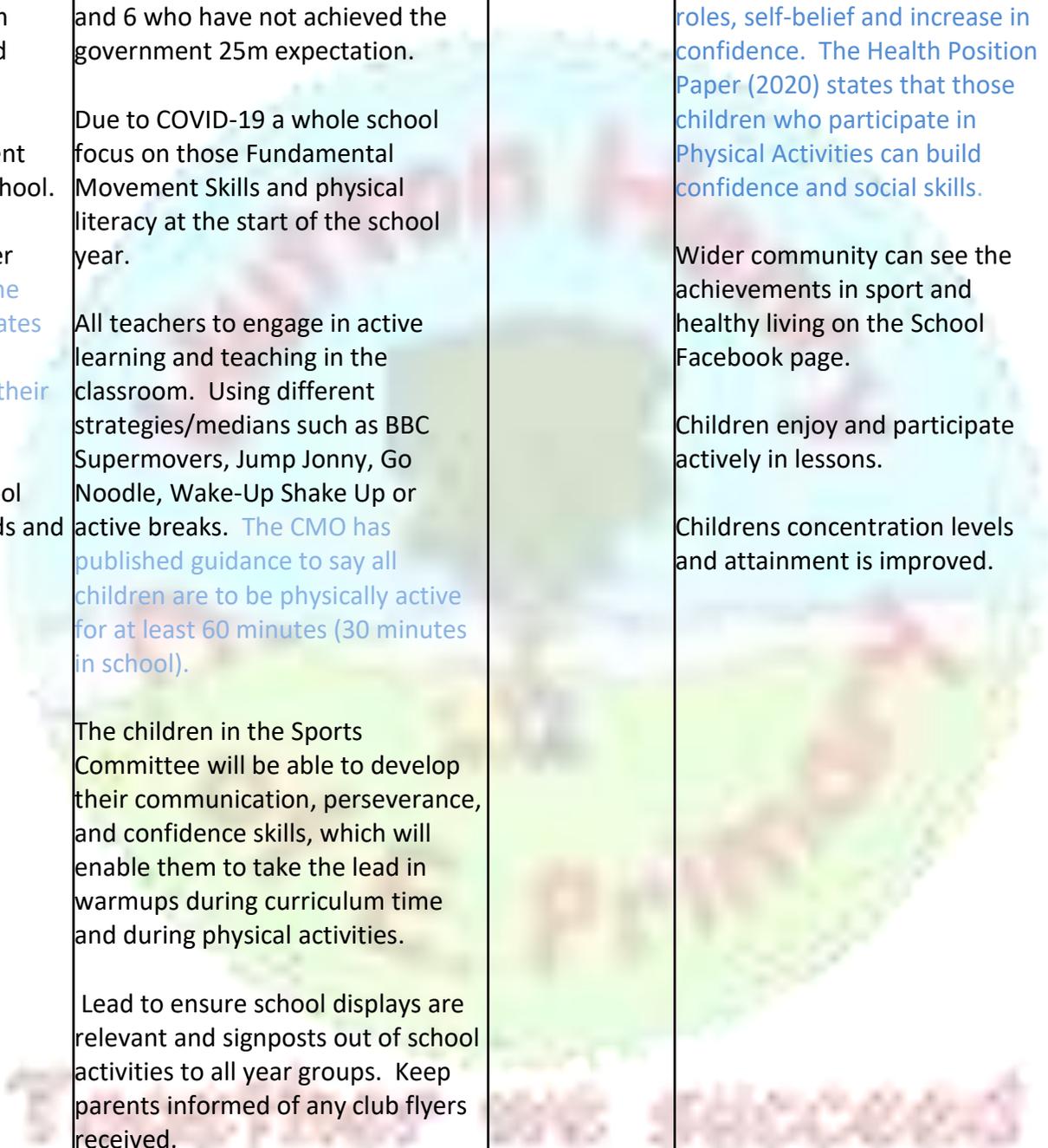
Due to Coronavirus this action plan is only a guide to what our school would like to achieve. County Durham is currently on local restrictions and some children have been absent from school.

Academic Year: 2020/21	Total fund allocated: £16,640	Date Updated: September 2020		
<p><b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>				
Intent	Implementation		Impact	Sustainability
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>
<p>Children to experience a wide range of sports activities. Ensuring that children participate in moderate to vigorous activities to increase their cardio fitness.</p> <p>To encourage all children to be Physically Active throughout the school day. This is to include active cross-curricular lessons.</p> <p>Track participation to monitor those children walking or cycling to school as well as those children participating in regular physical activities.</p> <p>School to purchase an outdoor learning space that can be used</p>	<p>Children to complete a sports questionnaire to establish activities they would like to participate in. Questionnaire to also include clubs or activities attended out of school.</p> <p>Collective worship to promote and encourage active to and from school. Use classroom rewards.</p> <p>The Daily Mile to be offered to all children before the school day. Use classroom rewards. Those children who cannot attend before school to be given opportunities through the school day with the support of the Sports Committee.</p>	<p>£4,000</p>	<p>Children being creative and using their imaginations during unstructured and structured play.</p> <p>Children understanding the benefits of being active, mentally, physically, socially, and emotionally.</p> <p>Young leaders develop social skills and build their self-confidence through delivery of Physical Activity. They take ownership and become role models which encourages younger age groups to follow similar paths.</p>	<p>Raised aspirations.</p> <p>Increase in daily physical activity due to better equipment at break times and also active lessons in the classrooms.</p> <p>School is making full use of the outdoor learning space. PE, Outdoor Adventure and other curriculum activities have so far been delivered in the space.</p>

<p>cross-curricular which the children can access for extra-curricular activities as well as curriculum PE.</p>	<p>School staff to incorporate active breaks and activities into their daily classroom lessons. Ensuring that children understand the range of benefits of being active.</p> <p>Offer lunchtime activities to especially those children who are less engaged in Physical Activity. Lunchtime supervisors to engage with children using equipment provided. Sports Committee to help deliver lunchtime activities.</p> <p>PE Lead to maintain a tracking system of attendance to activities, clubs and active to school.</p> <p>PE Lead to signpost Durham County Clubs.</p> <p>SLT to purchase and build an outdoor learning space on the school grounds that can be carpeted and have power to enable all year usage.</p>		<p>Teachers see an impact in attainment levels. As laid out in the “A plan of action Obesity” - (20 January 2017) which suggests there is evidence about Physical Activity and participating in organised sports and after school activities is linked to improved academic performance.</p> <p>Least active children feel good about Physical Activity.</p> <p>Children and staff use the extra learning space that is furniture free for PESSPA. Which will lead to more physical activity for children.</p>	
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**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement**

Intent	Implementation		Impact	Sustainability
<p>Collective worship and social media to be used as a focus to raise awareness and celebrate sporting achievements across the whole school.</p> <p>Increase the percentage of children</p>	<p>Children recognised for sporting achievements in and out of school. Certificates to be handed out during Collective Worship.</p> <p>Provide extra curriculum swimming lessons for those children in year 5</p>		<p>Emotional and physical wellbeing is maintained and improved.</p> <p>Raised confidence and self-esteem of children.</p> <p>Children develop in Leadership</p>	<p>When children returned to school in the Autumn Term FMS had been a key focus along with their mental wellbeing.</p> <p>Staff delivered FMS under the</p>

<p>meeting the national curriculum requirements for swimming and water safety.</p> <p>Improve Fundamental Movement Skills (FMS) across the whole school.</p> <p>Teachers to promote and deliver active lessons and teaching. <a href="#">The Health Position Paper (2020) states that children who participate in Physical Activities can improve their concentration and learning.</a></p> <p>Signpost children to out of school activities via school noticeboards and taster flyers.</p>	<p>and 6 who have not achieved the government 25m expectation.</p> <p>Due to COVID-19 a whole school focus on those Fundamental Movement Skills and physical literacy at the start of the school year.</p> <p>All teachers to engage in active learning and teaching in the classroom. Using different strategies/medians such as BBC Supermovers, Jump Jonny, Go Noodle, Wake-Up Shake Up or active breaks. <a href="#">The CMO has published guidance to say all children are to be physically active for at least 60 minutes (30 minutes in school).</a></p> <p>The children in the Sports Committee will be able to develop their communication, perseverance, and confidence skills, which will enable them to take the lead in warmups during curriculum time and during physical activities.</p> <p>Lead to ensure school displays are relevant and signposts out of school activities to all year groups. Keep parents informed of any club flyers received.</p>		<p><a href="#">roles, self-belief and increase in confidence. The Health Position Paper (2020) states that those children who participate in Physical Activities can build confidence and social skills.</a></p> <p>Wider community can see the achievements in sport and healthy living on the School Facebook page.</p> <p>Children enjoy and participate actively in lessons.</p> <p>Childrens concentration levels and attainment is improved.</p>	<p>new socially distancing guidance lines during the Autumn Term.</p> <p>Staff have planned and delivered active lessons to improve Childrens concentration and learning. This has contributed toward our Active 30 goal.</p>
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**Key indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport**

Intent	Implementation		Impact	Sustainability
<p>Improve the quality of teaching and learning in PESSPA through planning, training, and team teaching.</p> <p>Staff CPD and mentoring.</p> <p>Formative Assessment using Core Tasks.</p>	<p>PE lead to liaise with SLT to ensure allocated time at Staff Meetings to disseminate and discuss PESSPA.</p> <p>PE Lead to be given time to observe/team teach with all staff members at least once.</p> <p>Staff have full access of Core Tasks which are held in a central location in separate Key Stages. Assessment sheets are shared locally on the OneDrive for all staff.</p>	<p>£4,000</p>	<p>Quality of PE lessons are improved.</p> <p>Staff have increased confidence in their delivery and will give the pupils more opportunities for physical activity within the school day.</p>	<p>Teachers agree that their confidence in delivering PE has increased due to Team Teaching. They have been creative in the way they deliver lessons due to the Covid restrictions.</p> <p>PE Lead has completed the County Spring CPD Network Meeting.</p>

**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils**

Intent	Implementation		Impact	Sustainability
<p>Real Adventure Through Sport to deliver high quality Outdoor Adventure Activities.</p> <p>Provide taster sessions in a wider range of activities.</p> <p>Organise and coordinate more sporting competitions within school or local primary schools,</p> <p>Increase participation in School Games.</p> <p>To provide equipment in school to support PE Lessons.</p>	<p>Due to COVID-19 the first term will focus on children's emotional and mental wellbeing. SLT/PE Lead to organise with Real Adventure Through Sport to deliver cross-curricular activities.</p> <p>PE Lead to research out of school clubs to come into school to deliver taster sessions.</p> <p>PE Lead to work with other schools in the local authorities and Real Adventure to organise and coordinate sporting competitions</p>	<p>£10,000</p>	<p>Being outdoors gives children the freedom to experience and experiment through trial and error. Children developed curiosity, communication, cooperation, and teamwork.</p> <p>PSHE (2014): Susan Waite “The link between pupil health and wellbeing attainment” indicates that there is evidence which demonstrates a wide range of learning outside, whether on school grounds or natural environments, are highly effective</p>	<p>PE Equipment Audit August 2020 for 2019-20. Replaced gym mats.</p> <p>When pupils are more confident and experienced, they will be more likely to go on to choose to participate in a variety of physical activities in the future.</p> <p>On the return to school in the Autumn term it has been a whole school approach to improve children's mental</p>

<p>Organise yearly inspections of PE Equipment.</p>	<p>in and out of school.</p> <p>PE Lead to work with School Sports Partnership to book local School Games Events.</p> <p>Yearly audit and book inspections of the PE Equipment.</p>	<p>£500.00 including previous year rolled over.</p>	<p>Children discovered new talents, as well as providing pathways to clubs in the local area.</p> <p>Children have had the opportunity to participate in a range of competitions in and out of school.</p> <p>Equipment provided is replenished and safe to use.</p>	<p>wellbeing due to the long-term school absence to Covid 19.</p>
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**Key indicator 5: Increased participation in competitive sport**

Intent	Implementation	Impact	Sustainability	
<p>Liaise with local primary schools to organise level two competitions. Due to Covid-19 this may need to be done remotely, on-line.</p> <p>Competition should be embedded where possible within a PE lesson.</p> <p>When competition can return safely, and competition commences - provide transport to and from festivals or competitions.</p> <p>Promote and celebrate National School Sports week.</p> <p>Hold a School Games Day.</p> <p>Promote and develop National School Equestrian Association (NSEA) Competitions.</p>	<p>PE Lead to organise competitions in and out of school at least one per term.</p> <p>Teachers to ensure that when planning a PE lesson that they look for opportunities to incorporate competition, whether individually or in teams.</p> <p>PE lead to organise transport when needed.</p> <p>PE Lead to work with Sports Committee to organise events for the National School Sports Week in June 2021.</p> <p>PE Lead to work with Sports Committee and Class teachers to produce a programme of physical activities which will allow all</p>	<p>£600</p> <p>The Health Position Paper (2020) states: participation in Physical Activity provides many health benefits such as builds confidence and social skills and improves psychological and mental wellbeing, including self-esteem and lower levels of anxiety and stress.</p>	<p>Forge friendships. Learn to work as a team. Develop leadership roles, self-discipline and resilience. Gives children opportunities to build character and help to embed values such as fairness and respect.</p> <p>Due to Covid 19 schools only opened for Key workers and vulnerable children at the start of the Spring Term.</p> <p>Children in KS 2 that have attended school during the lockdown period have completed a virtual Level 2 School Games – Indoor athletics Competition.</p>	<p>Continue to participate in as many competitions as possible.</p> <p>Whole school completed School Games Christmas Competition which involved throwing and aiming games as well as an orienteering competition for KS 2.</p>

	children to participate and enjoy.		
	Staff to liaise with parents and coordinate NSEA bookings.		

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	

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