



# Simonside Primary School

2020-21

## Primary PE & School Sport Premium – Outcomes and impacts.

**Note – Many plans below were unfortunately curtailed due to lockdown Jan – April 21 and the subsequent restrictions within school.**

**We also relocated to our new school building in June 2021. Funds not spent will be carried forward to the next school year in our new building.**

| Academic Year: 2020 - 21   |  | Total fund allocated: £16,539 | Date set Sep 20 Date reviewed July 21   |  |
|--|--|-------------------------------|---|--|
| Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school |  |                               |   | Percentage of total allocation:<br>%   |
| INTENT   | IMPLEMENTATION   | Funding allocated             | IMPACT  | Sustainability and suggested next steps:   |
| 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?   |  |
| Breakfast club – continue to provide active opportunity each morning as part of the session for all children who attend breakfast club.  | Club leader to plan in use of the halls to deliver games and use of internet resources such as Jump Start Jonny, skipping, Nintendo wii sessions.  | £0                            | Breakfast club leader continues to ensure all children have access to some form of physical activity during breakfast club. Children enjoy attending breakfast club and are keen to be involved in the activities taking place. |  |
| Provide a range of active play opportunities outdoors for all year groups every day during lunch and break times.  | Regular OPAL team meetings to plan for new play spaces and opportunities for KS1 and 2.<br><br>OPAL staff to ensure resources are feely available. Bought equipment and donations from parents.<br>Early Years staff to continue to plan and resource active opportunities on EYFS outdoor area. | £500                          | Observations of playtimes and lunch times show that children across the school continue to enjoy and thrive during these times with the extensive range of play opportunities and games made available by staff.                | Embed Opal principles into our new school grounds providing open ended play opportunities alongside sporting games play opportunities. |

|  |  |                      |  |   |
|--|--|----------------------|--|---|
| <p>Outdoor play spaces for new school planned with maximum activity levels in mind for all children.</p>   | <p>Regular meetings between SLT, authority and builder resulting in a huge outdoor area which encompasses forest school area, muga courts, football fields, running track, play village, sand and water play, mud kitchens.</p>  | <p>£0</p>            | <p>Our ambitious plans for our outdoor areas in the new build are coming to fruition now. New permanent play structures, sand pits, mud kitchens, play zones and a huge new muga area are nearly finished and ready for children to use. Early years and KS1 outdoor spaces are planned and equipment ordered.</p> | <p>Outside play areas continue to develop providing a huge range of new play spaces for our children.</p> |
| <p>Ensure physical education lesson activity levels are maximised.</p>   | <p>All classes to have 2 hours of physical education lessons and ensure all opportunities for physical activity are maximized to the full.</p>   | <p>£0</p>            | <p>Pupils across the school have benefited from equal time and quality of physical education. Teachers have altered lessons where appropriate to address needs and gaps in fitness levels after the pandemic lockdowns.</p>  | <p>All classes to continue to provide at least 2 hours of PE every week.</p>                              |
| <p>Continue Skip 2B fit sessions to improve overall fitness for all children.</p>  | <p>Teachers to ensure that regular skipping is a priority and children are challenged to improve the number of skips they manage in 2 minutes.</p> <p>3 visits from Dave Gibson from Skip2B Fit across the year to deliver high quality sessions for all and to keep the profile and enjoyment levels for all pupils high.</p> | <p>£1200</p>         | <p>Daily skipping opportunities for children in KS1 and 2 in place and having an impact on fitness levels. Equipment and music available for everyone.</p> <p>Children across the school enjoying the sessions with Skip2Bfit and are always eager to take part and improve their fitness levels.</p>              | <p>Skip2Bfit booked for next year. Also Box2Bfit for UKS2. Replenish skips where needed.</p>              |
| <p>Use a range of online learning tools to support staff in the delivery of high quality PE experiences outside of the 2 hours of PE lessons a week.</p> | <p>Jump Start Jonny and Active Maths and Literacy packages being used by staff to plan physical activity as part of other curriculum lessons, 'brain breaks', intervals between sessions, indoor lunch or break times.</p>   | <p>£500<br/>£220</p> | <p>All staff are using these resources to plan as many active elements to their teaching day as possible. Thus improving fitness levels of all pupils.</p>   | <p>Renew memberships for 2021-22.</p>   |

| Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement.  |  |  |   | Percentage of total allocation:  |
|--|--|--|---|--|
|  |  |  |   | %  |
| INTENT   | IMPLEMENTATION   | Funding allocated  | IMPACT  | Sustainability and suggested next steps:   |
| <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>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>  |  |
| <p>Whole staff effort to keep the profile of PE high in all classes across the school.</p>   | <p>All staff to continue to celebrate participation, achievements and attendances of children at competitions in assemblies and on class dojo pages for parents.</p> <p>Celebrate children's individual sporting successes from outside clubs and events to encourage others to join and get involved.</p> | <p>£0</p> <p>£0</p>  | <p>Children more aware of PE opportunities and achievements across the school.</p> <p>Staff sharing sporting news and updates with parents via class dojo thus raising the profile.</p> | <p>SLT are aware of the importance of PE &amp; school sport and can see the impact it is having across the whole school. They are committed to sustain programmes put in place should funding be discontinued.</p> |
| <p>Engage with OWL Trust Sporting competitions to give children across the school experience of taking part, team spirit, winning and losing.</p>                  | <p>PE lead to co ordinate with other trust schools to facilitate a competition calendar of sporting events within our trust of schools.</p>  | <p>Transport allocation £1000 (not spent as cancelled)</p> | <p>Impact has been limited this academic year due to Covid 19 pandemic. A lack of competitions has limited opportunities for competing against other schools.</p>                       | <p>PE lead to liaise with other trust school PE leads to further develop links and possible competitions for 21-22.</p>  |
| <p>A range of new resources purchased to enhance and replenish equipment to ensure high quality lessons can take place as well as outdoor play opportunities.</p>  | <p>Phase leaders to order a range of new stimulating resources for yards.</p>  | <p>£500 per key Stage</p>                                  | <p>New resources having an immediate impact on lessons and outdoor play opportunities.</p>  | <p>PE lead to liaise with Phase leaders to audit resources available and to continue to replenish where needed.</p>  |
| <p>Football club – new football club to start in KS2 with weekly training and a match calendar with other schools in the league.</p>                               | <p>New football resources purchased.</p>   | <p>£300</p>  | <p>Football training running each week and weekly matches pre/post COVID lockdowns. Team working well, showing improvement week on week and have a good parent support.</p>             | <p>Support the football team to progress.</p> <p>Start up a girl's football team in September 21.</p>  |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport   |  |                    |  | Percentage of total allocation:  |
|---|--|--------------------|--|--|
|   |  |                    |  | %  |
| INTENT<br>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: | IMPLEMENTATION<br>Make sure your actions to achieve are linked to your intentions:                                       | Funding allocated: | IMPACT<br>Evidence of impact: what do pupils now know and what can they now do? What has changed?  | Sustainability and suggested next steps:   |
| Ensure all staff are confident in delivering all aspects of PE curriculum.  | Subject leader to provide support and guidance where needed and facilitate CPD opportunities where appropriate.          | £0                 | Increased staff confidence in delivering high quality PE.  | Carry out new audit of skills to assess next steps for staff CPD in Autumn 21. Especially the CPD needs of new staff.  |
|   | Teaching staff to complete an audit of own skills in PE teaching and CPD requirements they feel they would benefit from. | £0                 | Many CPD events cancelled this year.   |  |
|   | Staff sent cpd opportunities regularly and can ask to attend if they feel it would be useful for them.                   |                    |  |  |
|   | Subject leader/head teacher to observe PE sessions across the school to ensure high quality.                             | £0                 | Observations show high quality PE is being delivered across the school to all children. Children are receiving a balanced and varied PE curriculum allowing them to access a broad range of activities. All staff have good subject knowledge and are confident in subject delivery. | Leader to continue to support staff and organize training where needed to ensure all staff continue to feel confident and capable of delivering high quality PE lessons. |
| Teachers to have a good understanding of assessment procedures and be able to record individual children's progress and skill level.                                  | Use of tracking system and BAD grids to show progress of individuals.<br>As above.                                       | £0                 | Teachers now have a good understanding of progression in skills in PE and are confidently using BAD grids to assess, record and monitor progress of children in their class.   | Phase leaders to ensure new staff are aware of assessment procedures in PE.  |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils   |   |  |  | Percentage of total allocation:  |
|---|---|--|--|--|
|   |   |  |  | %  |
| INTENT  | IMPLEMENTATION  | Funding allocated:                             | IMPACT   | Sustainability and suggested next steps:   |
| <p><b>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:</b></p>   | <p><b>Make sure your actions to achieve are linked to your intentions:</b></p>  |  | <p><b>Evidence of impact: what do pupils now know and what can they now do? What has changed?</b></p>  |  |
| <p><u>CONTINUE</u> the development of a broad curriculum offer which allows children to experience a wide range of sports and activities. Use of external coaches to offer children new experiences.</p>  | <p>Subject leader to continue to work with external providers from a range of companies to provide opportunities for our children to take part in a wide range of sports and activities.</p>  | £2000  | <p>Due to Covid 19 the experiences we have been able to offer have been severely restricted.</p> <p>Children have had experience of :-Thunder Rugby – KS2 – Spring term<br/>Northumberland Cricket – KS1 – Autumn<br/>KS2 – Summer</p>   | <p>PE lead to continue to source and provide high quality sporting opportunities for our children. Re start our programme offer of high quality coaching in curriculum lessons and via after school clubs.</p>   |
| <p><u>CONTINUE</u> to offer a wide range of extra-curriculum activities with assistance from external coaches.</p>  | <p>Subject Leader to work with outside providers to put in place a range of different activities that will encourage as many children as possible to engage and take part.</p> <p>Target children who have historically not engaged in after school clubs.</p> <p>Football club running successfully and entering matches each half term.</p> | £1000  | <p>Rugby and cricket after school clubs offered in Summer term. Children who did attend enjoyed the sessions and have had opportunities to demonstrate values of teamwork, determination, passion, self belief, honesty and respect.</p> |  |
| <p><u>CONTINUE</u> All classes to attend authority 'Healthy Active Lifestyles' Events across the year. Ran by Newcastle Schools PE and Sports partnership to encourage all children to take part in fun non competitive sports alongside children from other schools.</p> | <p>PE lead and class teachers to organize each classes attendance at these events.</p>  | £600<br>bronze package<br>HAL events<br><br>£0 | <p>Due to Lockdown and not all classes got this opportunity. Events happened in school with only our children due to Covid 19.</p>   | <p>SLT are aware of the impact the sports clubs are having on children's physical fitness and also personal and social skills. It is hoped we would be able to continue to run these clubs for free or at a discounted rate if funding was to be discontinued.</p> |



**Meeting national curriculum requirements for swimming and water safety**

Please complete all of the below:

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 children may swim in another year please report on their attainment on leaving primary school.

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 **over and above** the national curriculum requirements. Have you used it in this way?

Yes/No

**It is unfortunately impossible to provide figures for swimming for this cohort of students for 20-21. The impact of lockdown and then the subsequent closure of our local pool made swimming impossible to provide this academic year. We have worked closely with the local authority to put an intensive support package in place for children in our school in Autumn 21.**