



# Evidencing the Impact of the Primary PE and Sport Premium

Stannington First School  
Academic Year 2019 - 2020  
Website reporting tool

Reviewed: September 2019, January 2020  
Next review: July 2020

Commissioned by



Department  
for Education

Created by



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# Review and reflection

Key achievements until July 2019:	Areas for further improvement and baseline evidence of need:
<p><b>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity</b>            Introduction of the 'all weather' pitch has improved active play at break times. Junior Sports Leaders encourage participation in a range of activities and there is an improved space for children to engage in activity in a safe way. Involvement in Active Travel initiatives such as Walk to School week, Walk/Wheel on Wednesdays and Bike Week has increased the number of pupils walking to school - evidenced through 'hands up travel surveys'. The school gained a Modeshift Stars Bronze Award for commitment to promoting Active Travel to school. Funding has been used to encourage our less active pupils to participate in after school sport.</p> <p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>            A team of staff, children and parents have entered the Greggs Cancer run for the past three years and this has been an opportunity to demonstrate how families can enjoy sport together and how sport can be used to fundraise for charitable causes, linked to our PSHE curriculum. The school has been involved with Living Streets and Modeshift Stars as part of an initiative to increase active travel to school and improve the levels of inconsiderate and unsafe parking at the front of the school, at the start and end of the school day. This has involved staff, governors, pupils, parents and our wider school community with positive results and an increased proportion of our pupils taking part in a 'park and stride' initiative. In addition, we have installed a dedicated Sport WOW wall full of photographs and information that celebrates pupil's sporting achievements - in and out of school (including inter-school sport).</p> <p><b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>            Working with a sport coach has increased staff confidence and skills, particularly in the teaching of gymnastics. Staff have led sports clubs in netball, lacrosse, football and cross country running.</p> <p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>            We have worked with our local cricket club to offer cricket taster sessions and also judo sessions to encourage our pupils to participate in a wider range of sports. We have also installed a bouldering wall on the school site. Teaching staff trained with specialist staff to ensure this is used safely for a range of challenges.</p> <p><b>Key indicator 5: Increased participation in competitive sport</b>            Stannington First School entered teams of pupils from KS2 into the school games competitions. We also took part in an inter school cricket tournament. In July 2019, the school was awarded the School Games Bronze Award.</p>	<p>We need to establish a training schedule to ensure the sustainability of our Junior Sports Leaders to ensure ongoing sustainability.</p> <p>Sustainability of the shift towards more active travel to and from school: Develop after school provision and establish a Bike Club with opportunities for cycling during the day and after school.</p> <p>Parental involvement with their children; joint participation in a sporting activity.</p>

Meeting national curriculum requirements for swimming and water safety.	Year 4 - July 2019	Predicted Year 4 July 2020
What percentage of your Year 4 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? (July 2019)	100%	100%
What percentage of your Year 4 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? (July 2019)	93.3%	100%
What percentage of your current Year 4 cohort perform safe self-rescue in different water-based situations? (July 2019)	93.3%	100%
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?	NO	NO

- School swimming lessons ceased in March 2020, due to the COVID-19 pandemic. However, at this point all Year 4 pupils could swim 25 metres confidently and competently.



## 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: 2019/2020	Total fund allocated: £16 784	Date Updated: January 2020		
<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 <ul style="list-style-type: none"> <li>Sustain increased levels of pupils walking or cycling part/all of the journey to school. Aim for Modeshift Stars Silver award</li> <li>Increase the daily active minutes for all of our pupils, during the school day</li> <li>Training schedule for Junior Sports Leaders</li> </ul>			Percentage of total allocation:	
				14.5%
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:
Actively engage with the school community to sustain and develop our active travel to school - Park and Stride/Ride.	Use social media to advocate and promote active travel with regular info in the newsletter. Walk to School Month with weekly incentives - games and activities Bike Week inc Biker's breakfasts.	£300	Targets: 90% of pupils who live in the village will choose active travel to school.  We will show at least a 30% increase in pupils who live outside the village choosing active travel. We aim to increase this further over the next few academic years.	Creating a dedicated cycling route in school would ensure the sustainability of cycling and scooting by creating space for training and activities.  Curriculum review - where can we plan additional active lessons?  Ensure that we have a new team of junior sports leaders 'in training' to maintain the momentum at the start of the next academic year.
Introduce active lesson starters/plenary sessions across the school curriculum. Continue with the daily mile/active 10 after assembly each day to prepare pupils for the start of afternoon sessions.	Staff CPD and resources to support this.	£150  £300		
Develop Junior Sports Leaders so they can confidently lead a range of activities to ensure active break	Sport Leaders - regular meetings and training with staff and sports coach.	£200 clothing for sports leaders		

times. Balance bikes and scooter slots at break times. Maintain and stock play leader resource cupboard.  Invite particular children to attend after school activity clubs to increase activity levels.	Dedicated areas for scooters and bikes. Installation of additional bike and scooter parking. Yard markings	£398 x2 scooter pods £200  £500		
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b> <ul style="list-style-type: none"> <li>● Park and Ride/Stride campaign to improve parking congestion outside the school gates</li> <li>● Start a lunchtime running club</li> <li>● Celebrate achievements</li> </ul>				Percentage of total allocation:
				1%
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>Sustain engagement with our walk to school initiatives to ensure the vast majority of our pupils walk, scoot or cycle at least part of the way to school.</p> <p>Subject Leader to work with staff, children and parents to raise the profile of sport and activity both inside and outside of school and educate all stakeholders about the benefits and impact of an active lifestyle.</p>	<p>Walk to School Month - promote through local media and LA campaigns, social media, newsletter etc.</p> <p>Engage with Living Streets Travel Tracker - monthly award badges</p>	£200	<p>School attains a Modeshift Stars Silver Award for engagement with active travel initiatives. Pupils arrive at school alert and ready to engage in lessons. The vast majority of our pupils can articulate the benefits of walking to school for both themselves and our school environment.</p> <p>All pupils will be able to articulate the difference between PE, sport and physical activity and will understand the benefits of a healthy, active lifestyle.</p>	Create opportunities for parents/carers to take part in sports alongside their children.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
<ul style="list-style-type: none"> <li>Use of specialist coach to work with staff as part of their CPD</li> </ul>				43.7%
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:
New Subject Leader to attend the P.E and School Sport Conference to develop own skills and identify next steps for staff CPD and whole school improvement	Book place at conference	£250	Newly appointed subject leader understands the role and can identify next steps for school improvement.	Action plan for Early Years physical development.  Further review of pupil activity - how active are our pupils and is this still improving?
Subscribe to and implement a P.E. scheme of work to support staff in the delivery of high quality P.E. lessons and ensure a clear progression of skills in all areas from EYFS through to Year 4	Research schemes of work Find Case studies to support choice	£600	Clear progression of core PE skills evident across R-Y4	Staff have a curriculum that is progressive.
Specialist coach to work with staff to plan and deliver P.E lessons - developing a range of skills and preparing staff/pupils for inter school sporting competitions.	Hire specialist coach to work alongside staff.	£6,500 Mr Clarke specialist sports coach	Staff confidence and skills in teaching school P.E/sport will improve. Pupils will take part in high quality lessons and make good progress across a range of skills. Pupils will be inspired to attend after school sports clubs. School will enter teams to the school games competitions.	Team teaching alongside specialist coach to ensure new skills developed can be applied by staff.  Lesson plans to be created for easy use and clear focus on physical development.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
<ul style="list-style-type: none"> <li>Member of staff to complete British Cycling Ride Leaders training course with a view to developing a cycle club in school</li> <li>Little Movers activities to encourage activity with our Early Years children</li> </ul>				31%
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>Staff member to complete British Cycling Ride Leaders training course and pediatric first aid course.</p> <p>Archery Club - set up a new club for parents and children to attend together.</p> <p>Little Movers sessions for Early Years pupils. Use of wheely boards to promote core strength. Use of balance bikes for EYFS pupils</p>	<p>Undertake approved training and first aid courses. Risk assessments to be conducted. Equipment ordered. Ensure staff are trained to maintain bikes and ensure they are safe for use.</p> <p>Contact Northumberland Archery association to investigate suitable coaches. Ensure our setting is safe to run a club. Ensure the school has conducted a full comprehensive risk assessment. Invite trained Little Movers leader to deliver sessions designed to engage Early Years children to encourage them to dance and play to keep fit every day! Buy a set of wheeled balance boards for fun, core strength activities and incorporate the use of balance bikes into the weekly routines.</p>	<p>Supply cover for Cycle Training and First Aid qualification £700 Equipment £1500 Archery £2000  £1000</p>	<p>Pupils have access to a broader range of sporting activities and the profile of sport is raised throughout the school. This is celebrated on our outdoor bulletin board.</p> <p>Our younger pupils are engaged in daily physical activity and all meet or exceed the ELG for Physical Development.</p>	<p>More staff members to be trained as cycle leaders in future so that children can be taken out on longer rides - perhaps to Blagdon Estate All equipment bought is durable and staff maintain it correctly. so that it lasts and activities are sustainable.</p> <p>Parental involvement with their children - joint sporting activity</p> <p>Additional Balance Bike training for new members of staff.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
<ul style="list-style-type: none"> <li>Participation in School Games competitions and inter school tournaments</li> </ul>				3.5%
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:
Aim for School Games Silver Award  Provide trophies for sports day and football competitions	Organise a multi skills competition across local partnership schools. Arrange inter school football tournament. Competitive sports day for all pupils	£500 travel costs  £100 trophies	Children understand the importance of challenging themselves and develop good sportsmanship. Physical activity promotes emotional and mental well being - pupils are ready to engage in their learning.	Aim for School Games Gold Award

Head Teacher:	Alexandra Palmer	Date:	September 2019
Subject Leader:	Stephen Tunesi	Date:	September 2019
Governor:	Keith Taylor (Chair)	Date:	October 2019