



Easterside Academy

Impact of Primary PE and Sports Funding 2020 - 2021

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>Work with Tees Valley Sport Active Schools.</p> <p>Improve profile of PE across the school and importance in other curriculum areas e.g. active English and maths.</p> <p>Employment of highly skilled specific sport coaches to deliver quality inset for teachers.</p> <p>Improving teacher's confidence to deliver high quality PE lessons.</p> <p>Tracking and assessing of progress over time.</p> <p>Improving resources and equipment.</p> <p>School games gold award.</p>	<p>How to sustain quality of teaching in specific areas e.g. dance.</p> <p>Continue to improve profile of PE across the school and importance in other curriculum areas e.g. active English and math.</p> <p>To raise the profile of the school games values across school.</p> <p>To engage more pupils in the competitive element of sport.</p> <p>To continue to invest in whole school resources and quality coaching inset for staff.</p>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	N/A due to covid-19
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	N/A due to covid-19
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	N/A due to covid-19
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 due to covid-19

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 students today and for the future.

Academic Year: 2020/21		Total fund allocated: £18,520.00 + £7680 (brought forward from last year). Balance taking forward due to Covid-19 -		Date Updated: July 2021	
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:	
				£15,268 (0%)	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Evaluation / Sustainability and suggested next steps:	
To increase children’s level of physical activity during playtimes and lunchtimes.	To employ two coaches (Simon Carson) to deliver different physical activities during lunchtime on KS1/2 yards.	£5,269	Targeted children engaging in physical activity during lunchtimes. A range of skills and sports being promoted to engage a variety of children. More children attending after school clubs delivered by same coaches.	RS/TS to liaise with Simon Carson coaches to ensure that most children are engaged in physical activity over the week. Coaches encouraging all children to be active during lunchtimes which over time encourages active, healthy lifestyles. Coaches introducing a variety of games and skills. Coach to be reemployed next year with a focus on upcoming competitions. RS/TS to work together to identify targeted children or particular needs of children in order to increase physical activity levels during the day.	
To increase children’s level of physical activity during lessons.	To purchase i-Wall for the sports hall to promote active Literacy and Numeracy lessons and other cross-curricular opportunities.	£9,999	Children engaging in active learning across the curriculum. Children are being increasingly physically active during their school.	Children regularly engaging in active cross-curricular learning across all subjects. Teachers developing confidence to use equipment following training. Look at classroom software and how it can be adapted to be used regularly within classroom lessons also.	

Key indicator 2: The profile of PE and sport raised across the school as a tool for whole school improvement.				Percentage of total allocation:
				£0 (0%)
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To develop an awareness of the school games values across school and how they transfer to other aspects of life.	To deliver both KS1 and KS2 assemblies focused on the school games values. Not completed due to COVID-19 restrictions. Reference to and use of school games values to be embedded in to PE sessions.	No cost	Children and staff have an awareness of the school games values, how the benefits of being physically active can apply to competition, sport and other broader aspects of life. Both staff and children refer to the use of the values throughout the school day, identifying when they are using them and praising others for their use of them (both peers and adults).	Not completed due to COVID-19 – to continue in to next academic year. Whole school ethos linked to the school games values developed between staff, children and peers. Over time children will develop more awareness of the skills gained from being physically active and apply them to their life both inside and outside of school.
The profile of PE will be raised through cross curricular active learning opportunities and access to alternative sporting experiences.	Installation of i-Wall to promote active learning through cross-curricular opportunities; literacy, numeracy etc. Hire of climbing wall during school sports week. Access to resources for alternative sports, such as Boccia, New Age Kurling etc.	Detailed in indicators 1 & 5.	Children are being physically active throughout their school day in a range of different lessons. Children engage with and enjoy physical activity linked with cross curricular learning opportunities. School offers an inclusive range of activities that enables all children to be physically active and gives each child a chance to 'shine' based on what their individual strengths are.	Continue to promote the importance of being physically active, including alternative activities that meet the needs of all children. Staff will continue to consider how they can incorporate active learning in to their day to day lessons and promote physical activity as a natural daily aspect of school life. Children will then go on to apply this to their lifestyle choices outside of school.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£ (%)
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To employ specialist coaches to work alongside teachers to deliver high quality CPD.</p> <ul style="list-style-type: none"> Dance coach (6 week block for KS1/KS2 pupils) Not completed due to COVID-19 Multi skills/Tennis coach (6 week block for KS1/2 pupils) 	<p>Employ coaches in a range of areas to deliver high quality lessons across school.</p> <p>Staff to support in delivery of coaching sessions to share good practice, increase confidence and improve their own skills/knowledge.</p>	<p>£688</p>	<p>PE lead observed delivery of coached lessons. Experienced teaching staff were able to support targeted children during these lessons and ensure progress was made for those identified as needing additional support.</p> <p>Children were engaged in high quality lessons and feedback from staff reflected improved confidence to deliver sessions in those aspects of PE.</p>	<p>Staff will work together to share good practice and support in team planning opportunities. This will lead to increased confidence and enthusiasm in PE delivery and involvement. There will be a range of high quality PE activities delivered and an expansion on current skills and knowledge.</p> <p>Full monitoring not completed due to COVID-19 – to continue in to next academic year.</p> <p>PE lead to monitor delivery of PE sessions across school to ensure delivery of high quality lessons and identify / provide any further support required. Support to be offered through CPD, co-coaching and co-teaching opportunities. In turn, staff will consistently deliver quality PE lessons and children will make progress in regards to their health and physical ability.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				£3450 (0%)
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Develop confidence amongst teachers to deliver a broad range of sports.</p> <p>To offer a range of inclusive resources that meet the needs of all children in school and broaden their experiences of physical activity.</p>	<p>PE lead to deliver training to all teaching staff on the use of GetSet4PE to deliver quality PE sessions.</p> <p>Staff to teach alongside experienced coaches to improve confidence when delivering PE sessions.</p> <p>Purchase of resources across the whole school;</p> <ul style="list-style-type: none"> Resources to promote fine and gross motor skills in Early Years. Resources that enable all children to access PE sessions in KS1/2. 	<p>No cost</p> <p>Detailed in indicator 3.</p> <p>£3450</p>	<p>Teachers have an improved knowledge of the PE curriculum and delivery of it. Teachers feel more confident to deliver a broader range of sports and activities in PE. Children are enjoying and engaged in their PE lessons.</p> <p>Early Years children are engaged in developing their fine and gross motor skills during physical development sessions and independent play opportunities. Staff have access to a range of activities that will engage children, including those who are reluctant to be physically active. All children across school have access to enough equipment and resources in sessions. Adaptions can be made to differentiate and meet the needs of the children due to availability of alternative resources. As a result, all children will be accessing and engaging in PE.</p>	<p>Over time, staff will maintain a good knowledge of the PE curriculum to deliver a broad range of sports and expand the children experiences.</p> <p>PE lead to further monitor the quality of teaching and learning to ensure children are experiencing a broad, varied curriculum.</p> <p>Further training to be delivered on the assessment of PE and how to analyse the data to identify children's needs.</p> <p>RS/TS to deliver staff inset on the available resources in school and use of them to enhance PE lessons and promote physical activity.</p> <p>Support on making adaptations/differentiation for identified children in school.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£ %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
All children to take part in School Sports Week.	Plan and deliver a range of events to allow the children to compete competitively within their bubble.	£131	All children to access and engage in a range of sporting events over the week e.g. sports day challenges, golf, boccia, kurling.	To plan a wider timetable of events for next year with COVID restrictions lifted.
	Hire climbing wall.	£700	All children (Rec-Y6) took part in a climbing session. Excellent engagement was observed and children were given the opportunity to experience and demonstrate new skills.	To maintain links with Tees Valley Sport and Middlesbrough Alliance to encourage all children to engage in the competitive element of sport across school. Increase involvement in both intra and inter competitions.
SEND children to engage in competitive sporting opportunities.	Involvement in inclusive sporting events organized through Tees Valley Sport. Held virtually due to COVID-19.	No cost	All children from Easterside High Needs Base competed in the virtual Boccia competition organised by Smile Through Sport. All children were engaged and enjoyed experiencing playing an inclusive sport competitively.	TS to continue to monitor involvement in competition to ensure as many children as possible have the opportunity to experience and represent school competitively.

