

USWORTH COLLIERY PRIMARY SCHOOL

SPORT AND PE PREMIUM STRATEGY 2021-2022



Summary

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| Academic Year: | 2021-22 | Total Sports & PE premium funding: | £19,450 |
| Number of children on roll | 347 | Initially written: Date of internal reviews: | January 2022 July 2022 |

NOTE: ALL ASPECTS OF THE STRATEGY WILL BE DELIVERED IN ACCORDANCE WITH POTENTIAL GOVERNMENT RESTRICTIONS

| Key achievements to date: | Areas for further improvement and baseline evidence of need: |
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| <ul style="list-style-type: none"> • Gaining engagement (continuation of silver) award standard in School Games award in 2020/21. • On track to gain a Sunderland PE standards gold charter mark in 2019/20. • Increase in participation across the school in intra competition throughout the school. • Achieving the GSSP Blazing the Trail Bronze Award. • Participation in Travel to Tokyo, promoting health and wellbeing by encouraging pupils to log physical activity in home school diaries. • COVID safe Sports Day. • Y5 children took part in Dance REunited class dance competition in Spring Term. | <p>Target a return of sports teams and clubs to pre-pandemic levels:</p> <ul style="list-style-type: none"> • Taster sport session days for different sports other than those taught in PE and coaching in PE curriculum throughout the year. Introduce new clubs as a result of tasters. • PE lead review provision for sports/physical activity at break and lunch times and ensure pupils have access to high quality equipment. • New sports offered through after school clubs on a termly basis. • PE lead to source a resource bank of planning and videos to support staff in task delivery. |

Attainment at July 2021

| Cohorts for 2020/2021 | % pupils on track+ to meet expected standard at the end of key stage | | | % pupils above expected standard | | |
|-----------------------|--|-----------|------------|----------------------------------|-----------|----------|
| | ALL | Boys | Girls | ALL | Boys | Girls |
| 1 | 85% 33/39 | 78% 18/23 | 94% 15/16 | 3% 1/39 | 4% 1/23 | 0% 0/16 |
| 2 | 96% 48/50 | 93% 27/29 | 100% 21/21 | 16% 8/50 | 24% 7/29 | 5% 1/21 |
| 3 | 87% 47/54 | 84% 27/32 | 91% 20/22 | 24% 13/54 | 13% 4/32 | 41% 9/22 |
| 4 | 86% 43/50 | 88% 22/25 | 84% 21/25 | 14% 7/50 | 16% 4/25 | 12% 3/25 |
| 5 | 98% 49/50 | 97% 33/34 | 100% 16/16 | 18% 9/50 | 18% 6/34 | 19% 3/16 |
| 6 | 91% 51/56 | 91% 31/34 | 91% 20/22 | 27% 15/56 | 32% 11/34 | 25% 4/16 |

Y6 currently meeting national curriculum requirements for swimming and water safety

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| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? | 38% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 36% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 36% |
| 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? | No |

NOTE:**Barriers to Learning**

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| A | Social Deprivation: According to IDACI, 53% of our children live in the bottom 10% of the most deprived areas nationally, 70% in the bottom 20%, 75% in the bottom 30%, 82% in the bottom 40% and 94% in the bottom 50%. This affects the level of engagement in sporting activities outside of school due to the lack of funds to spend on such activities for a sustained period. |
| B | Lack of activity outside of school: A large amount of children (60%+) participate in little or no physical activity outside of the school day |
| C | Attainment on entry: Physical development on entry to school continue to be significantly lower than what would be regarded as typical for many children of a similar age. |
| D | Social Care Needs: Our school has a large number of children (38%+) who have been supported historically or currently by outside agencies including social care and family support workers recently. These families are exposed to the wide range of risk factors that affect health, family unit, prosperity. |

Desired Outcomes

| Desired outcomes and how they will be measured | Success Criteria |
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| <p>All pupils have the opportunity to participate in at least one competitive sport, through inter/intra-school competitions.</p> <ul style="list-style-type: none"> • Regular intra-competitions held for a range of sports led by PE lead and Sports Council. • PE lead monitors participation at events. • Access all competitions (as appropriate) from Gateshead SSP and Sunderland clusters. • Staff CPD, PE lead monitoring of teaching/playing competitive sports in lessons, including staff feedback, pupil voice, learning walks, etc. • PE lead monitoring teaching of competitive sport through lessons providing support and challenge where necessary. <p>Increase the number of pupils completing extra-curricular sporting activities throughout the year.</p> <ul style="list-style-type: none"> • Planned range of activities after school clubs extended to include other sports/physical activity to achieve Silver standard in School Games Award led and managed by PE lead. • PE lead monitors participation in events. • Promote pupils who accesses sport outside of school and share achievements with the whole school community via social media. Provide pupils/parents with information on local sporting activities/events regularly. <p>Increase range of opportunities available for physical activities/sports during recreational times.</p> <ul style="list-style-type: none"> • Review physical activities/sports available at lunch/break times. Action plan created/completed, shared with pupils and evaluated. • Pupils as leaders, such as sports council to take responsibility to promote physical activity (initially with support from key adults). Pupil voice and observations show effectiveness and areas to develop. | <ul style="list-style-type: none"> • Competitive sport embedded in PE lessons across time. • All pupils compete in intra-school competitions. • Increased number of pupils attending inter-school competitions • Achieve Silver Award for School Games Award. • Reintroduction of sport/physical activity after-school clubs each term alongside COVID planning measures. Target is 6 a term. • More pupils accessing sport/physical activity outside of school. • Effective CPD to support teaching of competitive sports. Teachers confident in delivering PE in lessons, particularly competitive sport. • All pupils accessing a range of physical activity/sports each day (including during lunch and break). |

Action Plan and Budget Tracking

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| Academic Year: 2021/22 | Total fund allocated: £19,450 | Date Updated: July 2021 | | | |
| Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity | | | | Percentage of total allocation: | |
| | | | | 51% | |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: | |
| <ul style="list-style-type: none"> • Ensure high quality extra-curricular coaching and offer a varied programme with access for all across both key stages. • Allow further opportunities to compete inter-school competitions. • All pupils compete in intra-school competitions. • Pupils access physical activity/sport daily. | <ul style="list-style-type: none"> • Extend physical activity/sport after school clubs accessible for all year groups utilising visiting coaches. • Offering all children at least 2 hours of PE/physical activity each week (1x 60 minutes lesson of PE, 5 X 60 minutes active playtimes), whole school sports day, intra-school competitions and staff/coach led clubs. • PE lead to organize/manage regular intra-school competitions for all pupils • PE lead to increase opportunities for pupils to complete competitive sport daily at unstructured times through child-organized games. • SLT/PE lead review provision for sports/physical activity at break and lunch times and ensure pupils have access to high quality activities/equipment. • Physical activity breaks introduced in lessons where appropriate to re-engage learning and develop mindfulness. • Continue to lease minibus to allow pupil more opportunities to attend sporting events when they resume • Extra 20 catch up swimming sessions for those Y5 pupil who have not achieved standard in Y4 once they have resumed. • Colliery Challenge Crew (C4L) engaging pupils who do not usually complete sport/physical activity. | <p>£4,000 – coaches for after-school clubs</p> <p>£2000 towards leasing minibuses. (25% of total cost)</p> <p>£2000 for extra swimming</p> <p>£2000 for equipment for playtimes.</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: |
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| | | | | 0% |
| School focus with clarity on intended impact on pupils : | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <ul style="list-style-type: none"> Promote range of sports within the whole school to inspire all pupils to participate by celebrating success. Inspire pupils using role models by identifying with success and work ethic, including local personalities and pupils within school. | <ul style="list-style-type: none"> Continue use of school sports twitter page with updates of intra and inter school competition, including festival results. School sports noticeboard updated regularly and weekly sporting updates in the school newsletter. Create an "Active Lifestyle" notice board to promote health and exercise outside of school Sports Council play active role in promoting sport/physical activity. Sports Day organization review and practice altered accordingly. PE lead ensures that Science/PSHCE curriculum's coverage of healthy lifestyles in all year groups is progressive and year groups use opportunities for visits/visitors, including LAF team | No allocated funding | | |
| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| | | | | 39% |
| School focus with clarity on intended impact on pupils : | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <ul style="list-style-type: none"> Consistently good teaching of PE throughout school due to effective CPD. Continue to support the delivery of the PE curriculum. | <ul style="list-style-type: none"> Buy SLA and use all services from the Gateshead Sports Coordinators Package (Provide staff training, access to intra competitions, tailored support for PE led and delivery of the PE curriculum) Continue to employ and utilise teaching assistant specifically for supporting PE/sports, including lessons, after school clubs and break time activities. Staff CPD from observing coaches completing taster sessions/after school and team-teaching, where appropriate. Sports Council provide pupil voice on PE/Sports provision. | £3,150 for package £700 staff CPD. £3,000 towards the cost of PE/Sports TA. £600 towards the cost for releasing PE leader for monitoring throughout the year. | | |

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| | <ul style="list-style-type: none"> • PE lead accesses Sunderland subject leader CPD/network meetings in addition to Gateshead clusters • PE lead/TA to continue to monitor teaching, learning and assessment of PE lessons to ensure best practice (including implementation of CPD). Individual support provided. • PE lead to source a resource bank of planning and videos to support staff in task delivery. | | | |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 10% |
| School focus with clarity on intended impact on pupils : | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <ul style="list-style-type: none"> • Introduce new sports to encourage greater external club links. <p>Introduce a greater variety of clubs within school.</p> | <p>Target a return of sports teams and clubs to pre-pandemic levels:</p> <ul style="list-style-type: none"> • Taster sport session days for different sports other than those taught in PE and coaching in PE curriculum throughout the year. Introduce new clubs as a result of tasters. • PE lead review provision for sports/physical activity at break and lunch times and ensure pupils have access to high quality equipment. • New sports offered through after school clubs on a termly basis. • Train pupils and develop independence at organising sport/games during free time, initially using Sports Council • PE leader to monitor pupils who access sports and target individual pupils for competitions. | <p>£2000 towards the cost of specialist coaches for taster sessions and PE coaching.</p> <p>Also see funding from Key indicator 1.</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: |
| <ul style="list-style-type: none"> • Increase number of teams entered into external sports competitions covering a range of sports. | <p>Target a return of sports teams and clubs to pre-pandemic levels:</p> <ul style="list-style-type: none"> • Attendance at both Gateshead and Sunderland inter-school competitions. | <p>See funding from Key indicator 1 & 3.</p> | | |

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| <ul style="list-style-type: none"> • Increased opportunities to compete with PE lessons. <p>Introduce regular intra-school sports competitions for all pupils/staff.</p> | <p>Both festival, level 1 and 2 competitions by entering more teams for each event.</p> <ul style="list-style-type: none"> • Involvement with Sunderland LA for inter-competition and Washington cluster if appropriate. • Intra school competitions take place each half term, with opportunities for all pupils to take part throughout the year competing against houses and aiming to win a trophy at the end of the year. • PE lead and PE/Sport TA to support and train all teachers in extending competitive sport in lessons • PE leader to manage/monitor the range of competitions involved in and also the pupils involved. | | | |
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