

## SNETTISHAM PRIMARY SCHOOL

### PE PREMIUM SPENDING REPORT 2020

Our swimming outcomes are affected by not accessing swimming during the pandemic- risk assessments meant that travelling by coach to pool was not considered low risk.  
All efforts to return to swimming will be made in 21-22

Meeting national curriculum requirements for swimming and water safety.	Sept 2020
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 2020.	9/18 = 50%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	9/18 = 50%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	6/18 = 33 %
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

*Beliefs and Values*

**At Snettisham Primary School, we believe that physical education plays a vital role in the development of children, where they learn to develop a healthy lifestyle, raise achievement across the curriculum, develop confidence, teamwork and leadership abilities and develop and embed a sporting habit for life.**

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• PE valued and engaged all school community over time (Sports Kite mark, Norfolk Games, Cluster events where high levels of competition and success)</li> <li>• Increased participation in competing for girls, vulnerable and disadvantaged</li> <li>• High attainment in Y6 for swimming 25m and variety of strokes, Y2 get early swimming start</li> <li>• Increased and developed spaces to give good access to activity during school over 30 mins a day</li> <li>• Staff increasing confidence to deliver sports in curriculum and clubs</li> </ul>	<ul style="list-style-type: none"> <li>• Increasing sports for girls so that girl's confidence, participation and skill matches boys -represent 50% of team events and individual sports</li> <li>• Introduce daily mile</li> <li>• Introduce 60 mins daily challenge by involving families in Walk to School sessions, Quick organised activity before bell goes (jogging on site, 10 mins aerobics, and organised sports coaches at lunchtimes</li> <li>• Increase conscious delivery of physical literacy, focusing on fun and enjoyment and aiming to reach the least active.</li> </ul>

### **Evidencing the Impact of the School Sport Premium**

The following guidelines outline what Ofsted Inspectors will be looking for upon their visits.

1. Increase participation rates in such activities as games, dance, gymnastics, swimming and athletics;
2. Increase knowledge of teachers within the subject area through CPD, team teaching and access to resources
3. Increase, amount and success in competitive school sports both inter and intra school;
4. More inclusive physical education curriculum;
5. Growth in the range of provisional and alternative sporting activities (new sports);
6. Improved partnership working on physical education with other schools and other local partners (School Sport Associations, NGB's, County Sports Partnerships, clubs etc.);
7. Links with other subjects which contribute to pupils' overall achievement and their greater social, spiritual, moral and cultural skills;
8. Greater awareness amongst pupils around health and wellbeing e.g. dangers of obesity, mental health, smoking and other such activities that undermine pupils' health
9. Improved physical education lesson planning and pupil assessment.

## **KEY PRIORITY TARGET**

- . Greater awareness amongst pupils around health and wellbeing e.g. dangers of obesity, mental health, smoking and other such activities that undermine pupils' health
- Improved physical education lesson planning and pupil assessment.

## **Enrichment Sports Activities at Snettisham Primary School planned for 2020/2021**

- Multisport club
- Dance and performance event
- Tri Golf, Tag Rugby
- Yoga club and relaxation training
- Teaching about fitness, nutrition, safety, hygiene and first aid
- Bike eventing/ sponsored bike ride
- Walking to school passport
- Active Mile Outdoor use of local environment in local area Sponsored colour run
- Area cluster sports
- Forest School Sessions onsite and offsite
- EYFS sessions at Lynn Sport
- EYFS sessions at Farmer Fred's (play equipment indoor centre)
- KS 1 fitness festival

Academic Year: 2020/21	Total fund allocated: £ 23,550	September 2020		Spend Allocated
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 60 minutes of physical activity a day in school				20/21 £23,550 100% of allocation
INTENTION School focus with clarity on intended <b>impact on pupils:</b>	IMPLEMENTATION Actions to achieve:	Funding allocated:	IMPACT Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>• Increase participation of pupils in daily organised activity to 60 mins with sports sessions organised daily at lunch time</li> <li>• Focus on physical literacy (enjoyment, confidence, competence, understanding and knowledge) for youngest</li> </ul>	<ul style="list-style-type: none"> <li>• Implement CPD for MSA and increase consumable resources for wider range of activities for each bubble CPD supported through teachers and TA modelling active behaviour sharing bubble responsibilities over lunchtimes</li> <li>• Increase existing break time play equipment in EYFS, KS1 significantly to give access to all pupils Bubbles were allocated play equipment which proved to be popular. Games were regularly organised at lunchtimes (rounders and football) by teachers/MSA's which increased participation and involved many children who are usually less active. PE resources were supplemented to enable this New play area completed for KS1 and refreshed outdoor spaces are on order.</li> </ul> <p>Daily Mile was introduced but due to COVID restrictions parents were not allowed on site. Pupils from all classes participated regularly in the DM</p>	<p>£4,000</p> <p>£6,000</p> <p>£1,000 PA</p>	<p>Encouraged by staff and other pupils, 100% children are all active at break times, playing games and exploring physical development opportunities provided so that they access 60 mins exercise daily alongside regular organised sports</p> <p>Access to range of organised and more casual activities and space means that pupils, staff and parents benefit from health opportunities – pupils look happy and healthy with attendance increased to 95%+</p> <p>Target 80% of community join walk to school weeks- aim for 80% to join before school active mile (Spring Term Start) Less confident pupils (girls, less active) are observed enjoying</p>	<p>Allocation of lead MSA at lunch to encourage participation and organise play leaders to continue leading games worked really well and equipment was stored, organised and used by pupils over lunch</p> <p>Teachers to model games for MSA so that they can continue sessions in future</p> <p>continue focus into 20/21 in line with Gov obesity targets Girls and Less active placed into sporting competition events to encourage confidence and</p>

<p>children in EYFS and KS1</p> <ul style="list-style-type: none"> <li>Raise awareness for children and families of benefits of regular activity on health and wellbeing</li> <li>Increase parental commitment to support health lifestyles for children</li> </ul>	<ul style="list-style-type: none"> <li>Start organised activity before school – linking with family drop off</li> </ul> <p>Pupils are allowed to come into school earlier and have access to a grassed space to run before school with new fencing erected to make space safe .EYFS and KS1 has new playground equipment with active games and sensory pathway-</p> <ul style="list-style-type: none"> <li>Increase existing break time play equipment in KS2 significantly to give access to all pupils</li> </ul> <p>Bubbles were allocated play equipment which proved to be popular. Games were regularly organised at lunchtimes (rounders and football) by teachers/MSA's which increased participation and involved many children who are usually less active. PE resources were supplemented to enable this.</p> <ul style="list-style-type: none"> <li>Pay annual invoice to Memorial Trust to use field next to school for daily mile (this could be before school and include parents)</li> </ul> <p>Memorial trust paid for use of field which hosts space before school and during school day. Daily Mile was introduced but due to COVID restrictions parents were not allowed on site. Pupils from all classes participated regularly in the DM</p>	<p>£1,500 allocated for passports, printing, posters, stickers, prizes</p>	<p>resources and taking part in activity rather than sitting, watching, snacking and report advantages and benefits of activity in deep dives.</p> <p>Access to range of organised and more casual activities and space means that pupils, staff and parents will benefit from health opportunities</p>	<p>enjoyment</p> <p>Posters for families reminding them about value of increased daily activity- reward passports, walking bus?</p>
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**Key indicator 2: Improved physical education lesson planning and pupil assessment** £5,400

£3,400 spent

INTENTION School focus with clarity on intended <b>impact on pupils:</b>	IMPLEMENTATION Actions to achieve:	Funding allocated:	IMPACT Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Staff will report increased knowledge from revised and developed PE curriculum</li> <li>New knowledge organisers will be written for every unit YR-Y6</li> <li>Staff feel confident teaching P.E because of cohesive new plans and resources</li> <li>Staff are able to assess pupils accurately because lessons are well planned, taught and consider prior attainment</li> </ul>	<p>Release time x 6 days for lead PE staff to review planning documents and support delivery of knowledge organisers for cohesive curriculum YR-Y6</p> <p>Planning docs and resources are all set up and organised by PE lead across 3 schools. Staff report that the Get Set format is fun and supports progression in skills and enjoyment.</p> <p>6 Paired observations with HJS/HIS staff (Spring Term 21) release x6 days</p> <p>Covid restrictions limited this across schools but staff were able to support each other during Spring Term to cover lunchtime and support range of activities for play</p> <p>Buy Get set planning documents and AFPE safety books</p> <p>Get Set 4 PE platform purchased. AfPE safety books ordered.</p> <p>Get Set Training for 5 members of staff</p>	<p>£1,200 cover</p> <p>£1,2000</p> <p>£2,000</p> <p>£1000</p>	<p>All plans have Knowledge Organisers to identify progressive skills and to support teacher understanding and key vocabulary- 100% teachers say this helps delivery, particularly those with less experience (NQT/RQT)</p> <p>All teachers report that knowledge, skills and expertise for teachers are increased through paired support across key stages and this makes a difference to pupil attainment and participation</p> <p>PE assessment improves with teachers confident in ability to assess against key skills</p>	<p>Staff continue to work to shadow and support each other- use of video lessons to support work in bubbles</p> <p>Develop sports leaders to make posters from knowledge organisers to explain health, nutrition and skills guidance</p>

<b>Key indicator 2:</b> Improved physical education lesson planning and pupil assessment    £5,400				£3,400 spent
<b>Key indicator 3:</b> Broader experience of a range of sports offered, new sports for inclusion    £3,500				Percent of Total Allocation
				100% exceeded
INTENTION School focus with clarity on intended <b>impact on pupils:</b>	IMPLEMENTATION Actions to achieve:	Funding allocated:	IMPACT Evidence and impact:	Sustainability and suggested next steps:
<p>Increase positive attitudes to sport and activity opportunities particularly for girls</p> <p>Continue competitive opportunities and partnerships with other organisations</p>	<p><b>Build musical, social and colourful activity into sports curriculum overview</b></p> <p>Purchase resources and organise events</p> <p>Dance</p> <p>Yoga week</p> <p>Fun run</p> <p>Dance club</p> <p>EYFS space</p> <p>Dance is embedded into our curriculum and yoga has been introduced. No specific events were held due to covid restrictions.</p> <p>Use of cluster sports lead – Tracey Bowyer to develop high number of cluster and county events for our pupils to enter and compete – some remote events were accessed through West Norfolk Sports</p>	<p>£500 CPD for sports Lead curriculum audit and wheel –</p> <p>£1000 wider resources/celeb connections</p> <p>£4, 995 EYFS active apace</p> <p>£2,000 PA</p>	<p>Girls are chosen for competitive sports event so that the split is 50/50 girls and boys</p> <p>All pupils receive inspirational messages from female sports people on termly basis</p> <p>Termly opportunities for dance/performance activity</p> <p>Weekly dance club – PP KS1 targeted for support and all attended that were invited.</p> <p>Resources at playtimes to access movement</p> <p>SPS enter KS1 and KS2 events with inclusive team of eager participants- aim for 100% all eligible EHCP and PP to be involved.</p>	<p>Audit with JD continued to support PE Lead so that we can reflect and analyse well on what we do</p>

**Key indicator 4:**

Greater awareness amongst pupils around health and wellbeing e.g. dangers of obesity, mental health and other such activities that undermine pupils' health

**£1,150**

Total of Allocated Spend

**100% spent**

INTENTION School focus with clarity on intended <b>impact on pupils:</b>	IMPLEMENTATION Actions to achieve:	Funding allocated:	IMPACT Evidence and impact:	Sustainability and suggested next steps:
<p>Develop safe/calm spaces around bubbles for mindfulness and mental health, relaxation and reflection</p> <p>Increase links with JLT and SC to build whole body health building opportunities to cook and share healthy food</p>	<p>Create small, cosy, calm spaces close to classes to adapt into chill out space for reflection. Resource with sensory, de stress resources/lights/yoga mats</p> <p>Lead an after school club to link nutrition and activity – push water to drink and fresh foods healthy whole body and lives</p> <p>Gardening club took place in summer term and pupils enjoyed learning about healthy eating here and through our curriculum.</p>	<p><b>£1,000</b></p> <p><b>£150</b> for gardening materials</p>	<p>All children have simple strategies to calm themselves down, be quiet and focus and realise this is good for their health.</p> <p>100% children in club receive good teaching for health education and can talk about it in deep dives – those identified are PP.</p>	<p>Push health and nutrition across wider curriculum and link to hygiene and well being</p> <p>Teach link with corona and obesity to help children develop healthy attitudes for life</p>



