

SHIREMOOR PRIMARY SCHOOL PE AND SPORT PREMIUM 2019 - 2020





PE and Sport Premium 2019 - 2020



At Shiremoor Primary School we have split the funding into three key areas for consideration: Physical Education, Healthy Lifestyles Awareness and Competitive Sport. We intend to spend our Physical Education and Sport Premium grant, £20,880, and any money carried over from the previous academic year on the following which will boost our existing Physical Education and sporting provisions:

| Physical Education | | Raising standards of all our children in Physical Education. | | |
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| Objectives, Rationale & Evidence | Intention | Implementation | Impact | Cost |
| <p>To ensure confidence in teaching and assessing in PE is developed and is consistent across the school.</p> | <p>Targeted CPD to address concerns highlighted during conversations with staff and through staff audits.</p> <p>Planning documents and schemes of work (SOW) to be utilised by staff throughout school.</p> <p>Staff training to focus on development areas identified in the staff audit and also through observations by PE lead and SLT.</p> <p>Staff audit revealed areas of strengths surrounded games and the main areas for development were gymnastics and theory. 100% of staff requested CPD in gymnastics.</p> <p>Staff meeting time dedicated to improve confidence and consistency of teaching PE.</p> <p>A more consistent and robust method of assessment within PE.</p> | <p>SOWs to be kept in PE coordinator's room for all staff to use with a bank of resources and planning on the shared area.</p> <p>A planning folder and teaching notes guidance on the shared area for all staff to access with support for a variety of lessons. References made to useful websites.</p> <p>CPD and staff meeting time dedicated to addressing this.</p> <p>Termly staff meeting to focus on aspects of PE. To include use of ICT to enhance theoretical and analysis.</p> <p>Staff to complete an audit in Autumn Term to identify areas of strengths and development and again in Spring Term and Summer Term to compare results/monitor progress.</p> <p>Pre and post fitness testing in Autumn term for years 5 and 6. Multi-skills test for Year 2 and Fundamental movement tests for Y1 and EYFS.</p> | <p>100% of teaching staff said they benefitted from observing others in PE and being observed and given constructive feedback. As a result, monitoring and observations saw an improvement in the following areas across school: differentiation, progression across lessons and effective use of time.</p> <p>Through the use of video analysis and observations, there has been a visible improvement with teacher intervention during lessons- being more targeted and appropriate due to an increase in subject knowledge.</p> <p>Team-teaching opportunities related to gymnastics supported staff confidence and understanding. More staff felt they could teach a sequence of gymnastics lessons. Looking forward, CPD will be arranged to further improve staff subject knowledge.</p> <p>PE lead has created Knowledge Organisers, progression plans and SOW specific and appropriate for the context of our school which 100% of staff feel has</p> | £0 |



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| | | | <p>helped their delivery and improved their confidence.</p> <p>Lesson observations and subject monitoring showed that structuring of lessons and inclusion on basic aspects of PE lessons were more consistent throughout school.</p> <p>Improved staff confidence and competency resulted in there being a 39% increase in staff quantifying their confidence in PE as 7/10 or above. Majority of staff believed that CPD and planning resources provided by PE Coordinator has helped their confidence and delivery of the subject.</p> | |
| <p>To offer children a diverse and wide PE curriculum.</p> | <p>A curriculum overview designed to engage all children and build upon feedback received from the previous year.</p> | <p>PE curriculum shared and discussed during staff meeting with all staff. Methods of teaching using varied approaches were explained to engage all children. Curriculum redesigned to enable meaningful progressions and allow for opportunities of skill development and application throughout the school.</p> <p>Improve and replenish resources and sports equipment to enhance engagement in PE lessons and extra-curricular activities. Additional outdoor storage shed to be purchased to accommodate new equipment.</p> <p>Children to become consistent with self-assessment and evaluation. Pupils' self-</p> | <p>All children are now keen to participate in healthy activities during their free time, whilst the older children have improved their communication skills through competing against each other. Evident through the continued sustained 100% in participation rates since 2015. All children were able to identify skills that had been previously learnt as a result of the redesigned curriculum.</p> <p>Observations of and discussions with pupils showed examples such as, 'We have lots of equipment for PE so it helps us to practice our skills to help us improve.' Head teacher implemented an initiative to make improvements to outdoor facilities during current academic year as a result of</p> | <p>£5,950</p> |



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| | | <p>assessment opportunities to be utilised within KS2 to help progression of lessons.</p> | <p>information obtained from child audits. By using the child audits, it ensures that changes are made with the children at the centre, thus ensuring that the equipment has facilitated their development. By replenishing and updating our equipment, every child can access high quality PE delivery both in lessons and through extra-curricular opportunities.</p> <p>Use of iPads for children in years 5 and 6 to analyse performance has facilitated learning and understanding at a greater level for high attaining pupils but has also acted as a means of engagement and support for lower attaining or least active children. These children have been given roles of coaches which has helped to engage the least active to become more intrigued by the world of PE and sport by showing them the variety of areas sport covers.</p> | |
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| Healthy Lifestyle Awareness | | | | |
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| Ensuring all out children have access to regular exercise | | | | |
| Objectives, Rationale & Evidence | Intention | Implementation | Impact | Cost |
| To increase physical activity levels of all children. | Increase number of children participating in physical activity and have access to active playtimes and extra-curricular clubs. | <p>An extensive range of extra-curricular clubs offered to all children EYFS to Year 6.</p> <p>Spreadsheet tracking participation levels throughout the school will enable targeted intervention to be used.</p> | This is particularly important to us. Our school exists in Decile 3, with 24% of our children living in the 20% most deprived areas nationally. | £16,110 |



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| | | <p>Sports Leaders to be appointed from Year 5 and 6. Children to undergo training from PE specialists within school to allow them to run active clubs during playtimes.</p> <p>Active Multi-Skills club to be run by PE Coordinator and Sports Leaders during lunchtimes to encourage participation amongst targeted pupils.</p> <p>Daily Mile initiative to be adopted and a track to be used by all children and staff frequently – staff to track and monitor their own class’ improvements/developments. Whole school reward for completing and joining the ‘50 Mile Club’ to be used as an incentive for children to become more active.</p> <p>Additional playground markings specifically for EYFS and KS1 children.</p> <p>Trampolines to be installed for EYFS, KS1 and KS2 children to use supervised during their own time. A health and fitness area will be developed and added to over time so all children have access to a space to keep healthy and fit. This area will work in conjunction with the KS2 gym equipment available and will also be further developed in the following academic year.</p> | <p>All teaching staff are noticing that children are “more alert during lessons” and can “concentrate for sustained periods of time” due to an increase in physical activity levels as a result of dedicating areas and placing greater focus on not only children being active, but keeping fit and healthy.</p> <p>All children regularly take part in the Daily Mile challenge during structured and their own free time. Several teachers noted that <i>“the children’s improved fitness and determination levels has allowed them to gain and sustain focus for much longer in the classroom”</i>. All children completed the Daily Mile Event organised by the Local Authority either in school or at home during the current COVID-19 situation.</p> <p>Efforts towards participating within LEA competitions and festivals has been lower than the previous, therefore this will be a future target of participation.</p> <p>All EYFS children will learn learnt to ride a balance bike by the end of the year. Confident children progressed to pedal bikes. All children will have increased confidence and stamina when cycling/scooting. KS2 children have experienced another form of cycling/exercise. All children saw cycling as a sport/healthy activity.</p> | |
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| | | | Through the introduction of the balance bikes, all children involved were able to transfer skills learnt into their everyday lives outside of school, with this also leading to developing habits for healthy and active future lifestyles. | |
| To continue to improve the understanding of links between health and well-being and fitness. | Improve children's health and well-being through discrete and incidental teaching opportunities, positively impacting on whole-school improvement. | <p>Health Week to take place during Summer term for all children throughout school.</p> <p>Children across all Key Stages to be exposed to regular teaching of theoretical aspects of PE, including healthy eating and healthy lifestyles, why we exercises, which muscles we are using during exercise etc.</p> <p>Science topics to be based around understanding the human body and health and fitness. Resources to support the development on of this, including stopwatches, pedometers, cue cards etc.</p> <p>Both staff and children to understand in more depth the positive relationship between physical activity and health benefits and how this may affect children's development.</p> | Children to continue to develop a greater understanding of health and active lifestyles which can influence choices in later life. All children are able to identify healthy choices and can highlight the impact they have on their body. During Health Week, children took part in a range of activities, including cooking a healthy meal/snack, which they can use in their everyday lives. Out of the Sports Leaders, 100% said they felt more confident and able in developing sessions that not only promote physical well-being but also mental and social. | £100 |
| To promote a love for choosing a healthy lifestyle amongst wider community. | Engage parents and relatives in the local community to support and adopt a healthier lifestyle. | Weekly 'Healthy Recipe' bag sent home with children across the school. Children to be supplied with a selection of vegetables to design and prepare a healthy meal. Children take photographs and share the recipe book for other families. | Positive comments from parents regarding opportunities presented to the children. Children eager to participate and take home a 'Healthy Recipe' bag each week throughout the school. Children have been keen to share their recipes and it has helped to support healthy choices in school and strengthen the awareness of healthy choices around | £250 |



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| | | | <p>school. As a result of the change in swimming structure, the data measuring how many children can swim 25m has demonstrated that 64% of the children in the current Year 6 can safely swim this distance.</p> |
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| Competitive School Sport | | | | |
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| Ensuring all out children have access to regular exercise | | | | |
| Objectives, Rationale & Evidence | Intention | Implementation | Impact | Cost |
| <p>To offer a wide range of sport opportunities for all children.</p> <p>To increase participation rates for all children across the school.</p> | <p>Improved numbers of children, including those not currently, participating in competitive sport.</p> <p>For every child, from EYFS – Year 6, to participate in sporting activities within school.</p> <p>An increase in children participating in extra-curricular clubs (provided by school or externally).</p> <p>Improved percentage of children competing in sports.</p> | <p>Staffing/Transport provided to enable pupils to participate in inter-school sports festivals and competitions.</p> <p>Introduction of wider sports to all children, e.g. gymnastics for KS1, full contact rugby for Year 5 and 6, basketball for Year 5 etc.</p> <p>National Sports Week and Health Week to provide children with opportunities to try a range of ‘taster’ sports, e.g. Frisbee golf, boccia, blind football and seated volleyball with the aim to promote wider experiences and a love for physical activity amongst all children.</p> <p>Intra- and inter-school competitions for all children taking place throughout the year. Local Authority events to be utilised for sport festivals and competitions, links with local schools to be made to hold additional inter-school competitions.</p> | <p>Participation within Local Authority competitions was restricted due to COVID-19 procedures.</p> <p>Children have been eager to participate and learn new skills. PE coordinator has been able to improve personal CPD whilst researching the relationship between physical activity/participation, handwriting and academic achievement.</p> <p>100% of children across Reception to Year 6 to experience and take part in a sport which was unfamiliar to them previously, which is consistent of a five-year trend. Children benefitted from taking part in more active lessons and also more active break/lunchtimes. This allowed all children to develop their teamwork and leadership, communication and problem-solving skills whilst expressing themselves as independent and effective learners. EYFS members of staff noted, “some of</p> | <p>£1,500</p> |



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| | | <p>Active Multi-Skills club to be run by PE Coordinator and Sports Leaders during lunchtimes to encourage participation amongst targeted pupils.</p> <p>Sports Leaders to be appointed from Year 5 and 6. Children to undergo training from PE Coordinator within school to allow them to run active clubs during playtimes.</p> <p>North Tyneside Skipping Festival to be attended, which will provide participation opportunities for Year 2 and Year 4 children and CPD for staff.</p> <p>Newcastle Eagles 'Hoops4Health' in-school sessions and competition for Year 5 children and CPD for staff.</p> | <p>the quietest members of the class really got involved and were more confident when working with their peers during the sessions.”</p> <p>Sport Leaders engaged children during break periods. This saw an increase in participation during the school day and targeted least active children in KS1 and Lower KS2. Responses about the sessions, “I like them because I have someone to play with at lunchtimes and the games are fun”. “I like to run to keep fit”. This has also helped to develop the theoretical understanding of our higher attaining children in PE.</p> <p>Additional sporting provisions has enabled us to target participation. Hoops4Health and Skipping saw previously inactive children take part in an inter-competition. That increase in participation including both SEN and Pupil Premium children. Competitions such as this have helped to promote a healthy lifestyle and have further engaged reluctant participants.</p> | |
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At Shiremoor Primary School, the Senior Leadership Team and Governors are looking to carry over any remaining budget that was unallocated as a result of COVID-19, and will be used to support with larger projects and targeted areas over the next academic year. Our initial targets are to continue to improve the outdoor area to further encourage active playtimes, further promote healthy lifestyles and to increase the percentage of competitive opportunities attended.

Swimming



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All schools must provide swimming instruction in either Key Stage 1 or Key Stage 2.

In particular, pupils should be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres;
- Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke); and
- Perform safe self-rescue in different water-based situations.

Shiremoor Primary School currently offer swimming instruction for all children in Year 5. During this academic year, we have changed the way in which we structure our swimming instruction. The children attend a local swimming pool every day for four specific weeks during the academic year. Children are taught by qualified swimming instructors who follow guidelines set out by the Local Authority. As most of our children do not have access to swimming lessons, in addition to those provided by the school, the Senior Leadership Team are working with the Local Authority to ensure we have the best programme available to meet the needs of our children. This year, we have had visits from local swimming instructors and RNLI to promote water safety and free swimming sessions in an effort to inspire more of our children to access swimming facilities outside of school provisions.

Currently, in our Year 6 cohort (2019/20):

| | Percentage of Year children |
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| Swim competently, confidently and proficiently over a distance of at least 25 metres. | 64% |
| Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke). | 68% |
| Perform safe self-rescue in different water-based situations. | 72% |