



## PE and Sport Premium 2020 - 2021

### Rationale

At the start of the 2020 academic year, we decided to use Physical Education, School Sport and Physical Activity (PESSPA) to help our children recover from the Coronavirus Pandemic and subsequent lockdowns. With this in mind, we decided to give each class one hour of Physical Education, School Sport and Physical Activity per day. On the children's return to school in September they completed a well-being questionnaire to find out about their thoughts and feelings on returning to school, how healthy they felt and how much exercise they had been taking part in during lockdown. In response to this we decided to include a PE lesson in the morning (30 minutes) and then 30 minutes of physical activity in the afternoon, each day. At the end of the Autumn Term the children completed the well-being questionnaire again and the results compared to September. The children reported feeling happier at home and school, more confident, they were taking part in more exercise and felt healthier. With 96% of our children rating their health as good, very good or excellent in December, compared to 70% at the start of September 2020. Unfortunately, at the time of writing this document we find ourselves in another national lockdown, with the school open to vulnerable children and children of key workers only. We will utilise the PE and Sport Premium money to help our children recover once again from a national lockdown when safe to do so.

Physical Education, School Sport and Physical Activity are at the heart of Thornhill Primary School and is used as a tool for whole school improvement. We have the following ambitions for PESSPA:

- For our children to enjoy being active
- For all children to be physically literate
- For all children to have the knowledge, skills and motivation to equip them for a healthy lifestyle moving into adulthood
- For all children to have the potential to participate in lifelong physical activity and sport
- For all our children to experience competitive sport
- For our children to develop important life skills through regular sport and outdoor activities

At Thornhill Primary School we recently improved our facilities and have amazing spaces for PESSPA to flourish. Our school yard has been re-surfaced in 3G, allowing it to be used throughout the year. The school grounds benefit from two multi-sport pitches, low level climbing course, sand pit with run up area, sprint track, a large field and forest school area. PE is delivered by a teacher with a PE specialism. In Key Stage 1 our children master the fundamentals of sport allowing them to excel in a range of

physical activities as they get older. We also teach our children to lead healthy active lifestyles to take into adulthood. Our children are physically active for sustained periods of time, helping them to reach the target of sixty minutes of physical activity per day set by the Government.

Prior to the Coronavirus pandemic we had a school buddy system where older children ran sport and physical activity sessions at break and lunch times for the other children. We also funded extra swimming lessons, allowing our children to swim in years 3 and 4, in both the small and large pool. We also had a Tree Tops Motor Skills group, which is an early intervention programme for children who struggle to master the fundamentals and they benefit from an extra 30 minutes of support each week in a small group setting. Our children have the opportunity to engage in a wide variety of competitive sports leagues, festivals and competitions. In the 2019 – 2020 academic year we attended 33 different events ran by Sedgefield School Sport Partnership and the Education Enterprise Legacy prior to the first national lockdown. We had also created closer links with local sports clubs to help signpost our children to out of school sport.

At Thornhill Primary School we use the School Games Values to teach our children about important life skills such as teamwork, respect, determination, passion, honesty and self-belief. We recognise the importance of having a healthy mind and body. During the 2019-20 academic year each class took part in Team Up Kids, a programme that blends the positive powers of physical activity and mental wellbeing techniques. We received the Gold School Games Award in 2018-19 and have been awarded the Virtual School Games Award 2019 – 20 as a recognition for our online offer to keep children active during national lockdowns.

The following analysis indicates how our PE and Sport Premium funding of £17,770 has been allocated in order to ensure that our children receive a broad range of high-quality physical experiences. It should be noted that we also spend in excess of this figure on the provision of PE within our school. Please note we had no carry over from the 2019-20 to 2020- 21 academic year.

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

| Key achievements to date until July 2020:  | Areas for further improvement and baseline evidence of need:   |
|--|--|
| <p><u>Pre-lockdown</u></p> <ul style="list-style-type: none"> <li>• The children participated in daily PE lessons lasting 30 minutes</li> <li>• Active Durham 30 Award</li> <li>• All children access four hours of Forest School every term</li> <li>• Use of the Sport Premium funding to increase our children's access to swimming lessons provided by the Local Authority and this extra swimming provision allows two continuous years of swimming to children in Year 3 and 4</li> <li>• The Sport Premium funding has also been used to support our continued participation in sports festivals and competitions. These are organised by the Sedgefield School Sports Partnership and Education Enterprise Legacy. In the 2019-2020 school year we attended 36 different sports leagues, festivals or competitions</li> <li>• Improvements to external facilities with the creation of an outstanding all-weather surface with a basketball/football pitch, multi-sport pitch, running track, low level trail and long jump pit</li> <li>• Use of the School Games Values within school to improve children's motivation as a 'PE Star' is given to children after each lesson if they demonstrate the key sporting value</li> <li>• The school uses the WOW Travel Tracker to encourage active modes of travel to school</li> <li>• Playground Buddies, the children lead sport and physical activities during break and lunch times</li> <li>• Improvements made to school to club links to signpost children to sport outside of school</li> <li>• Attendance at after school clubs in has been greater than 50%</li> <li>• Staff training in Team Up Kids and delivery to each class online</li> </ul> | <ul style="list-style-type: none"> <li>• To help children recover physically and mentally from lockdown</li> <li>• Regular opportunities for wider staff CPD to help with the future sustainability of high-quality PE teaching</li> <li>• To make children aware of mental health and how to keep a healthy mind as well as body</li> <li>• To further develop sports leadership and officiating in curriculum time to allow children the opportunity to organise and lead sports during lessons, breaks and lunch times</li> <li>• To further develop school to club sporting link, helping children to reengage in sport when safe to do so</li> <li>• To use performance analysis software to help improve children's analysis of performance</li> <li>• To further develop the bronze, silver and gold assessment method</li> </ul> |

#### During/Post-lockdown

- The children who returned to school received two PE lessons each day, helping them to meet the recommended hour of physical activity per day (year 1 and 6)
- Year 2,3,4 and 5 took part in a summer sports day on their return to school (socially distanced)
- Participation in virtual sport events ran by the SSP (including County Durham School Games, 2M2U Athletics and National School Sport Week)
- As part of home learning, the children were set a daily PE lesson via the Seesaw application. These tasks focused on daily exercise, skill and fitness challenges, sports leadership, mental and physical wellbeing. There was an amazing response. For example, in the last week of April 2019, there were just over 500 responses to PE tasks during the week
- Awarded the Virtual School Games Award 2019-20 and maintained the Gold School Games Award
- As part of home learning the children took part in the Team Up mental health programme
- Weekly PE challenge posted on social media and seesaw for children and adults to take part in

Did you carry forward any underspend from 2019-20 academic year into the current academic year? No

|   |     |
|---|-----|
| Meeting national curriculum requirements for swimming and water safety.<br><br>N.B Complete this section to your best ability. For example, you might have practised safe self-rescue techniques on dry land.   |     |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?<br><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. | 80% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?   | 76% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?   | 72% |
| 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 |

Created by:  association for Physical Education |  Active Partnerships |  YOUTH SPORT TRUST

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## 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.

| <b>Academic Year:</b> 2020/21  |   | <b>Total fund allocated:</b> £17,770 |                    | <b>Date Updated:</b> 19.1.21   |  |
|--|---|--------------------------------------|--------------------|--|--|
| <b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school |   |                                      |                    |  | Percentage of total allocation:<br>20 %  |
| 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: |
| Specialists to deliver daily PE lessons across school and ensure that children are to be physically active for sustained periods of time to lead healthy active lifestyles one hour per day, split into two 30-minute sessions)      | Curriculum PE sessions ran by Durham Cricket coach  |                                      | £450               | The lessons had an emphasis on being active and fun. They also develop movement & cricket specific skills. Informal teacher training is included in the coaching sessions. |  |
| To encourage children to use active modes of travel to school to encourage active healthy lifestyles   | To purchase the WOW Travel Tracker to encourage active methods of travel. This tracks how children travel to school and they collect badges if they have been active over the month |                                      | £350               | The scheme is currently suspended, but to be continued as soon as possible once the national lockdown is over.   |  |
| To engage at least 50% of the children to take part in extracurricular sporting and physical activity to develop competence in different sports and to lead healthy active lifestyles  | For outside specialists to deliver after school sports clubs in a range of activities (netball, gymnastics and dance)   |                                      | £2500              | Currently unable to offer after school clubs ran by outside providers, hoping to start as soon as possible   |  |
| <b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement  |   |                                      |                    |  | Percentage of total allocation:          |

|  |  |                    |   | 4 %                                      |
|--|--|--------------------|---|--|
| 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: |
| Achievements celebrated in weekly assembly to highlight the successes and efforts of pupils throughout our daily PE sessions. Children who have represented the school in competitions, leagues and festivals are also presented with medals and certificates. Furthermore, children's successes outside of school are praised.                                      | Children to be awarded with star of the week certificate and prizes given termly for the PE Stars in different classes. Continued presentation of certificates, medals and trophies in whole school assemblies to promote the achievements and opportunities available within and outside of school. | £300               | Weekly celebration assemblies to present sporting awards and achievements. This helps to promote the school games values across school and gives the wider community the understanding of how these values are important in other areas of school life. Termly prizes awarded to children for finishing 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> in the termly PE Star competition |  |
| There are designated notice boards around school which celebrate the pupils' successes in a variety of sports, both in and out of school. This enhances the profile and raises awareness of sports which are on offer in school and locally. The 'School Games Values' are also displayed which promotes positive attitudes regarding sport and their academic work. | To use the notice boards to promote the profile of PESSPA. Including upcoming sports events, achievements, school games values, sports clubs in the local area and after school  | £100               | The PE Star leader board is updated regularly helping to motivate children. Daily PE lessons for all year groups ensures PESSPA has a significant profile across school. This helps to ensure that all pupils are engaged and displaying positive attitudes. KS2 data demonstrates that this has had a positive impact on maintaining the school's high attainment in both English and Maths    |  |

|  |  |             |  |  |
|--|--|-------------|--|--|
| <p>The school uses its half termly newsletter and social media outlets to inform parents of sporting successes, fixtures and further information on how to access sport within school.</p> | <p>PE and sport updates included in the half termly newsletter. Regular use of social media to inform parents of achievements and developments in school</p> | <p>£100</p> | <p>Money used towards the printing costs of the newsletter</p> |  |
|--|--|-------------|--|--|

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport   |   |                    |   | Percentage of total allocation:          |
|---|---|--------------------|---|--|
|   |   |                    |   | 8 %                                      |
| 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: |
| Continued professional development in PE for teaching staff and wider school staff. This will ensure that children have high quality PE lessons             | Attend the following courses:<br>-National Curriculum School Swimming 2-day course<br><br>Courses for new staff and lunchtime staff identified as soon as safe to do so or online courses | £300               | Swimming CPD postponed<br><br>Next steps - to look for online courses   |  |
| By having a specialist PE Teacher all staff can observe lessons and good practice modelled to a high standard.  | Allow time for staff to observe lessons and discuss good practice with specialist PE teacher  | n/a                | Staff are much more aware of how to develop pupils within PE by having a PE specialist carrying out daily lessons for their class |  |
| Providing additional high-quality coaching to work with children and staff  | Specialist gymnastics, netball and dance coaches to deliver after school clubs and to work alongside staff to offer CPD in this area in preparation for festivals and competitions        | £1000              | On hold at the moment due to lockdown constrictions. To start up as soon as possible and safe to do so                            |  |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils   |  |                    |   | Percentage of total allocation:          |
|---|--|--------------------|---|--|
|   |  |                    |   | 44 %                                     |
| 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: |
| Extra swimming lessons. Additional swimming opportunities to increase confidence in water, be able to swim 25 metres and perform self-rescue.               | This allows children continuous swimming in both years 3 and 4   | £3000              | Swimming is unable to take place at the present time                                    |  |
| Extra staffing to help supervise and teach swimming   | Swimming support for two hours per week for the full year  | £1950              | Swimming is unable to take place at the present time                                    |  |
| Purchase and update PE equipment to help children to excel in a broad range of physical activities  | To continuously check the sports equipment and update it when necessary. To purchase equipment that will be suitable for socially distanced sports | £1000              | Ongoing   |  |

|  |  |       |                              |  |
|--|--|-------|------------------------------|--|
| To develop links in the community with local sports clubs for children to join out of school and continue in sport beyond primary school | To liaise with local clubs in order for them to promote their club and make it easier for children to join and take part. Organise sports golden days to promote certain sports. | £100  | To resume when safe to do so |  |
| Annual residential visit for year 6 pupils   | Organise a residential visit to Patterdale Hall and arrange a variety of activities for the duration of their stay   | £1000 | Planned for summer term      |  |
| Purchase new equipment for Forest School   | Equipment to purchase includes tools, fire starting equipment and ropes/knot tying kits to help keep children engaged and active in forest school                                | £500  | Ongoing                      |  |

| Key indicator 5: Increased participation in competitive sport   |  |   |   | Percentage of total allocation:          |
|---|--|---|---|--|
|   |  |   |   | 24 %                                     |
| 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: |
| Engage in competitive sports and activities (inter school) to help pupils become physically confident, build character and embed values                     | Partnership with Go Well buying into the annual competitions and festivals package<br><br>Partnership with Education Enterprise Legacy Ltd <ul style="list-style-type: none"> <li>• multi-sport league package</li> <li>• festivals</li> </ul> Transport to venues for competitions and sport related activities | £2181.60<br><br>£900<br>£400<br><br>£738.40 |   |  |
| Engage in competitive sports and activities (intra school) to help pupils become physically confident, build character and embed values                     | To offer children competitive sporting opportunities to include personal challenges and intra school competitions (each child to take part in at least 2 sporting challenges and 7 intra school sport competitions). Money to be used towards certificates, advertising and prizes                               | £100  |   |  |

Signed off by

Head Teacher:

Created by:



Supported by:



|                 |            |
|-----------------|------------|
| Date:           |            |
| Subject Leader: | Mr G Ayres |
| Date:           | 19.1.21    |
| Governor:       |            |
| Date:           |            |