

# Primary PE and Sports Premium: Strategy Report

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## What is the PE and Sport Premium?

- The premium is a sum of money given to us each year to improve pupils' participation in PE and sports. It is for pupils in Years 1 to 6.

## Why do schools receive this?

- The funding is intended to help us:
  - develop or add to PE and sports activities that we already offer
  - make improvements now that will help pupils who join the academy in the future

## How is it spent?

- We can choose how to spend the money but examples of what we can do include:
  - hiring sports coaches
  - paying for training for our teachers
  - introducing new sports
  - supporting after school clubs
  - running competitions

This report uses the template provided by the Association for Physical Education and Youth Support Trust (commissioned by the Department for Education (DfE)).

Date completed: July 2020

Review date: July 2021

# Academy: The Baird Primary Academy

The DfE's 5 Key indicators across which schools should demonstrate an improvement:

- The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
- The profile of PE and sport is raised across the school as a tool for whole-school improvement
- Increased confidence, knowledge and skills of all staff in teaching PE and sport
- Broader experience of a range of sports and activities offered to all pupils
- Increased participation in competitive sport

Support for review and reflection - considering the 5 key indicators from DfE (above), what development needs are a priority for your setting and your pupils 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><b>PE and Sports Premium received: £19,580</b></p> <p><b>£5000 of funding will be carried forward to 2020-21 academic year. This is due to the fact that the academy was closed for a significant period of time due to Covid-19 – we were therefore unable to allocate all of the funding.</b></p>	
<p><b>Development of the Curriculum – Real PE Licence – £245</b></p> <p>Due to Covid-19 and enforced closures of schools, the impact of this work has been limited and therefore achievements are limited. Achievements in the short time we were open for were as follows:</p>	<p>Real PE license to be continued.</p> <ul style="list-style-type: none"> <li>• NQTs to be trained in the delivery of PE, using Real PE. CPD for NQTs including team teaching and support to teach high-quality PE.</li> <li>• Strategic overview to be held by Assistant Principal, in line with the work on the Personal Development strand of the Ofsted framework.</li> <li>• Introduction of assessment framework to run alongside the</li> </ul>

- Increased importance placed on physical activity and sport in a context of personal development, healthy lifestyles and wellbeing. Increased focus on the importance of physical activity on mental health.
- Increased focus on the teaching of PE and ensuring the high-quality delivery of teaching and learning. Some CPD for staff has been delivered however this was halted due to Covid-19 and closures.
- Improved quality of teaching and learning in PE through the provision of a structured online planning tool and accompanying resources. In addition, this resource has ensured that the PE curriculum is progressive and therefore provides pupils with increased opportunity for physical activity that develops their skills.

### Provision of a Sports Coach - £14,335

Due to Covid-19 and enforced closures of schools, the impact of this work has been limited as obviously pupils were at home during the majority of 2019-20.

Achievements in the short time we were open for were as follows:

- The profile of sports at lunchtimes was raised and structured sports / activities were offered to ensure that all pupils are actively engaged in physical activity at lunchtimes.
- The proportion of skills-based activities that are offered at lunchtimes increased, therefore increasing physical activity further and reducing obesity.
- The quality of teaching and learning in PE improved, through teacher training and engagement with individual PE sessions, including higher adult ratios to increase skill development for pupils.
- Teachers' confidence and ability to deliver PE lessons effectively improved, through team-teaching, coaching and joint planning.
- A series of high-quality sports clubs were delivered, which enabled increased proportions of pupils to participate in competitive sport.
- Year 5 Play Leaders were trained to lead sports activities on the playground at playtimes and lunchtimes to promote leadership skills and increased physical activity.
- We participated in some competitive sport events as teams were trained

programme to ensure that teaching and learning is focused on further developing pupils' skills and ensuring that teaching is progressive.

- CPD for teachers and support staff to ensure the delivery of high-quality sports and PE lessons.
- Increased focus on high-quality physical activity at playtimes and lunchtimes, using some of these activities to support.

Continue to embed the role of the Sports Coach so that:

- Strategic overview to be held by Assistant Principal, in line with the work on the Personal Development strand of the Ofsted framework. Physical Activity to be linked to our work on wellbeing and positive mental health.
- All teachers have access to professional development sessions the sports coach, to further increase their confidence and ability to teach PE.
- The profile of PE and physical activity continues to rise.
- Pupils get high-quality experiences of a broader range of sports.
- To train the MDSAs and support staff so that they are well equipped to be able to deliver lunchtime / playtime physical games and activities, therefore engaging increased percentages of pupils in sport and physical activity.

for competitions and taken to these events.

### Hastings and Rother School Games Partnership – funded separately to Sports Premium

Due to Covid-19 and enforced closures of schools, the impact of this work has been limited as obviously pupils were at home during the majority of 2019-20.

Achievements in the short time we were open for were as follows:

- Specialist coaching was delivered to train Year 5 Play Leaders to lead sports activities at playtimes and develop leadership skills. This has led to increased engagement for all pupils in games and physical activity at playtimes and lunchtimes.
- PE training was delivered for key inexperienced members of staff to support them in teaching high quality PE sessions and to develop their confidence in teaching PE effectively.
- Some competitive sports events were attended against other schools.

The Baird will continue to sign up to the HRS GP and will be looking to improve in these areas.

- Continue to raise the profile of PE through increased participation in local competitions, including events not previously attended, to give pupils a broader range of sports and activities and increased participation in competitive sports.
- Increased focussed Play Leader training for a broader range of pupils, to integrate play leaders with increased physical activities on the playgrounds.

## Swimming



The premium can be used to fund the professional development and training that are available to schools to train staff to support high quality swimming and water safety lessons for their pupils.

The premium may also be used to provide additional top-up swimming lessons to pupils who have not been able to meet the national curriculum requirements for swimming and water safety after the delivery of core swimming and water safety lessons.

At the end of key stage 2 all pupils are expected to be able to swim confidently and know how to be safe in and around water.

Schools are required to publish information on the percentage of their pupils in year 6 who met each of the 3 swimming and water safety national curriculum requirements.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
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 children may swim in another year please report on their attainment on leaving primary school.	35%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	30%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	32%
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?	No

## 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.

<b>Academic Year:</b> 2020/21		<b>Total fund allocated:</b> £20,000 +£5000 carried forward from 2019-20		<b>Date Updated:</b> September 2020	
<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 30 minutes of physical activity a day in school					Percentage of total allocation: %
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>		<b>Sustainability and suggested next steps:</b>
Increase physical activity at playtimes and lunchtimes.	<p>Link physical activity to work of Assistant Principal on wellbeing and personal development.</p> <p>Induct a new Sports Coach to provide further training and support for support staff to enable additional physical activity at playtimes and lunchtimes.</p> <p>Further develop physical activity either in zones or within bubbles.</p> <p>Train staff to lead activities.</p> <p>Offer additional resources to support physical activity in bubbles.</p> <p>Introduce concept of daily mile where relevant.</p> <p>Train new pupils as Sports Leaders to deliver further activities at playtimes and lunchtimes.</p> <p>Utilise activity track and outdoor gym</p>	Sports Coach - £18,000	<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>Monitoring of pupil health data and physical activity data from NHS</li> <li>Pupil voice</li> <li>Surveys of pupil activity</li> </ul> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>100% of pupils will participate in 30 minutes of physical activity, in some form, across the course of the day.</li> </ul>		<p>Staff will be trained to deliver high-quality lunchtime activities.</p> <p>Continue to monitor activity levels.</p>

	further at playtimes and lunchtimes, as well as to provide brain breaks throughout the day.			
Increase physical activity after school for key pupils.	Sports coach to deliver a range of sports clubs after school each day.	Sports Coach (as above) - £18,000	<p>Evidence</p> <ul style="list-style-type: none"> <li>• Club registers</li> <li>• Analysis of pupil data</li> <li>• Monitoring of quality of clubs</li> </ul> <p>Impact</p> <ul style="list-style-type: none"> <li>• An increased percentage of pupils will attend an after-school club that involves physical activity</li> </ul>	<p>Monitor activity levels.</p> <p>Monitor popularity and change if necessary.</p>
<b>Key indicator 2: The profile of PE and School Sport Premium being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Continue to embed a high-quality curriculum through the use of Real PE so that pupils gain a broad range of experiences of sports.	<p>Train staff to develop a consistent approach to PE lessons with school wide focusses to raise profile of the subject.</p> <p>Develop an assessment system so that PE lessons are progressive and enable pupils to make progress in skills and knowledge.</p>	£245	<p>Evidence</p> <ul style="list-style-type: none"> <li>• Monitoring of quality of teaching</li> <li>• Staff survey</li> <li>• Pupil voice survey</li> </ul> <p>Impact</p> <ul style="list-style-type: none"> <li>• Quality of PE teaching will improve.</li> </ul>	<p>Staff will be trained to deliver high-quality PE lessons.</p> <p>Pupils will have high levels of interest and engagement for PE.</p> <p>Pupils will be assessed in PE so that their next steps are developmental and progressive.</p>

<p>Promote after-school clubs so that demand for physical activity after school is increased.</p>	<p>Coach to deliver high-quality sports clubs and to devise ways to promote these through assembly performances / competitive sport etc.</p> <p>Sports clubs to be promoted to parents via social media etc. to raise the profile of sports throughout the academy.</p> <p>Positive messages about physical activity to be promoted on social media.</p> <p>Links to be made to key focus weeks / days e.g. walk to school week / scoot to school etc</p> <p>Link physical activity to other subjects and wider opportunities throughout the curriculum including focused wellbeing theme days.</p>	<p>Sports Coach (as above) - £18,000</p>	<p>Evidence</p> <ul style="list-style-type: none"> <li>• Club registers</li> <li>• Pupil voice / parent surveys</li> </ul> <p>Impact</p> <ul style="list-style-type: none"> <li>• An increased percentage of pupils will attend an after-school club that involves physical activity</li> <li>• An increased percentage of pupils will walk, bike or scoot to school</li> </ul>	<p>Monitor activity levels.</p> <p>Monitor popularity and change if necessary.</p>
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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:
Improve the quality of teaching and learning in PE.	<p>Sports coach to team-teach lessons across all year groups.</p> <p>PE Lead to monitor the quality of teaching in PE and coach staff to improve their teaching.</p> <p>Pupil voice on health and wellbeing to include information as to pupils' level of enjoyment around PE.</p> <p>Lessons timetabled to avoid teacher's PPA time to ensure class teachers are present for specialist lessons.</p> <p>Embed Real PE's learning platform, Jasmine, to ensure consistent, progressive approach and increased confidence in PE teaching.</p> <p>PE Leader supporting teachers in usage of Jasmine learning platform.</p> <p>PE Leader to develop monitoring schedule and link to coaching.</p>	<p>£245 (as above)</p> <p>Sports Coach (as above) - £18,000</p>	<p>Evidence</p> <ul style="list-style-type: none"> <li>Monitoring of quality of teaching</li> <li>Staff surveys</li> </ul> <p>Impact</p> <ul style="list-style-type: none"> <li>Teachers will feel more confident to deliver high-quality PE lessons.</li> </ul>	<p>Teachers to take more ownership by helping to plan ahead for the needs of their class.</p> <p>To embed Real PE assessment framework as regular part of teaching cycle.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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>Increase the range of sport on offer for all pupils so that they experience a broader range of sporting options.</p>	<p>Reorganise playground for break-time activities to provide structured play opportunities across a range of physical skills. Playground organised into zones / varying activities offered to bubbles.</p> <p>Purchase some different activities which can be used to further enhance the curriculum or after school clubs e.g. orienteering</p> <p>Offer various after-school clubs.</p> <p>Separate girls football club to encourage increased participation.</p> <p>Embed Real PE programme to ensure children are able to develop the full range of skills to be able to take part in any sport.</p> <p>Staff trained to lead different play activities.</p> <p>Pupils to be trained as Sports Leaders to also run or support activities.</p> <p>Offer taster days using local expertise e.g. Cricket to promote a wider range of sports</p> <p>Link with local secondary schools to look at what other sports our pupils may be able to experience e.g. trampolining.</p>	<p>£3000</p>	<p>Evidence</p> <ul style="list-style-type: none"> <li>• Club Registers</li> <li>• Monitoring of playgrounds</li> <li>• Pupil Voice</li> </ul> <p>Impact</p> <ul style="list-style-type: none"> <li>• Increased percentages of pupils will engage in a range of sports</li> </ul>	<p>Continue to offer staff CPD at all levels to ensure sustainability.</p>
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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:
Continue to engage in competitive sport, utilising all local opportunities for competitions (if available due to Covid-19).	<p>Sports Coach to work alongside teachers to ensure organisation of competitions.</p> <p>Annual consent form to ease access for parents and pupils</p> <p>Sports Coach to select and train teams for external competition.</p> <p>PE curriculum map to include termly competitions within year groups.</p> <p>Continue to enter all local HRGSP competitions and to also attend other competitions not previously entered.</p> <p>The Baird is to host the UOBAT Trust Sports Day</p> <p>Train selected children in competitive events.</p>	None	<p>Evidence</p> <ul style="list-style-type: none"> <li>Attendance at competitive events</li> </ul> <p>Impact</p> <ul style="list-style-type: none"> <li>Increased percentages of pupils to attend competitive sporting events</li> </ul>	Continue to engage with HRS GP will enable communication regarding competitive sport.