



St Peter's C of E Infant School-Physical Education and School Sport Funding 2020-2021

July 2021.

Due to the COVID-19 pandemic and partial school closure from March 2020 a number of events (including CPD) and the purchasing of equipment had to be postponed or cancelled. These have carried forward into the academic year 2020-2021, Covid dependant. A clear emphasis has been placed on the mental health and well-being of pupils and school community from the start of this new year.

Please see the School Development Plan 2020 - 2021 for further details.



We aim to provide a high-quality PE experience for our pupils in the initial years of their school life, thus laying down solid foundations for the future.

As well as progressing academically children also need to develop their 'physical literacy': the basic movement skills of agility, balance, and coordination.

Furthermore, we know that children's early participation in and enthusiasm for PE and school sport will lead to a future active and healthy lifestyle.

At St Peter's School children receive approximately two and a half hours of physical activity per week. In addition to this, they have a daily playtime session of fifteen minutes and a lunchtime play of approximately one hour.

Each year the school chooses a focus for this funding based on analysis from the previous year and the School Development Plan so we can specifically support an identified pupil cohort. This year, through our provision, we will be placing a greater emphasis on mental health and well-being as well as increasing team building sports skills to enhance the social, emotional, and personal development of all our children. Our motto for the year is:

"Anything is possible."

In the academic year 2020-2021 St Peter's School will receive £16530 in PE and School sport funding. The funding should be used to 'generate sustainable improvements which enhance, rather than maintain, existing provision'. This means that the school should use the premium to:

- develop or add to the PE, physical activity and sport that the school provides
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

To date money from this allocation has been committed to purchasing the following:

To fund in-house staff development and ensure a lasting legacy of good quality provision within the school:

- For staff to lead training for other teachers to increase subject knowledge and confidence in delivery of teaching skills such as Val Sabin 'Activate'.

To employ high quality qualified sports coaches to extend and enrich the PE curriculum. These will:

- Work alongside teachers and teaching assistants, increasing their confidence and subject knowledge.
- Increase pupil's engagement and enjoyment of sports they may otherwise not access. For example, Boxing, Bunny Hop, Yoga and track and field events such as javelin and shotput. This year sports have been chosen to specifically promote mental health and emotional well-being as well as personal awareness. Children will have a life-long love of and understanding for fitness.
- Enable us to form new partnerships with community sports clubs.

To purchase equipment:

- Storage facilities for PE and sporting equipment, Pedometers/Fitbits.

To organise outdoor learning experiences:

- To provide a safety area (rubber matting) around equipment in our outdoor areas.
- To examine outdoor equipment and PE markings which will allow active play and sports activities for all children.

To purchase and install:

- PE markings on the school playground to enhance active play and learning sessions.

Final End of Year Attainment for KS1 2018-2019. No data is available for 2019-2020		
<u>Class</u>	<u>Meeting the expected standards in Physical Education.</u>	<u>Areas for further development/Objectives to be included for 2019-2020 as identified this year by class teachers and coaches through observations and pupil talk.</u>
Year 1	97% expected or better	Team activities - so pupils learn about responsibility as they recognise the vital roles they play on their team. Team sports thereby putting pupils in many social situations where they need to express themselves. Because team sports promote teamwork and foster relationships, children also become better at communicating. And because sports also instil self-esteem, children not only communicate better but they do so with confidence. (Linked to SDP)
Year 2	97% expected or greater depth	Developing awareness of others so that children can work effectively as a team. All are participating and no one person has ultimate control of the game or equipment. Encouraging lesser enthusiastic/motivated children.

Key achievements until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Use of sports coaches to inspire all cohorts to participate in sports. These were also selected to encourage and emphasise the theme of working as a team, as identified in the SDP and SF report for 2018-2019. • Sports week was replaced by virtual sports week this year due to COVID19 which actively engaged the whole family in sporting activities. Published in weekly newsletters to parents and Carers. • ‘Teach Active’ was subscribed to, so pupils could access PE linked remote learning lessons, as well as for use in school. • Joe Wickes was used as a daily warm up for all pupils and Oak Academy was highlighted for pupils during lockdown. • Before covid restrictions there was a high uptake of clubs in the local community by children in our school due to promotion of local clubs especially tennis and football where a high number of children attended and were well represented in teams across the age groups. 	<ul style="list-style-type: none"> • Well-being of pupils- mental health activities that support the mental development of children. Parent voice during lockdown. • Physical activity of children who have spent much time doing sedentary activities during lockdown due to remote learning and the emphasis on devices. Therefore continue to address issues around obesity and low fitness levels through increasing participation in physical activities. • Increase amount of time for physical activities that ensure children ‘Get out of breath’. Parent voice during lockdown. • Development of active areas to support the varying needs of children. For example, break out zone for more active SEND pupils who require the physical space. Calming areas for yoga for pupils who returned to school more anxious due to lockdown. • Continued investment in resources for the teaching of P.E. Maintain a good level of high-quality equipment whilst broadening the resources so we can offer a wider range of sports. • Continued staff training and awareness of high-quality P.E teaching so all staff are confident and competent.

	<ul style="list-style-type: none"> Continued staff training in facilitating active playtimes and purchase of further resources to support this. Build further on links with local sports clubs and coaches to encourage continued high take up of sports out of school hours.
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Final End of Year Attainment for KS1 2020-2021.		
Class	Meeting the expected standards in Physical Education.	Areas for further development/Objectives to be included for 2021-2022 as identified this year by class teachers and coaches through observations and pupil talk.
Year 1	100% pass	Dance skills development to develop better coordination, agility, and flexibility. Spiritual development and mental health. Is known to boost learning, memory, and all-around brain power.
Year 2	100% pass	Dance skills to develop co-ordination. Evidenced in dance workshop and maypole dancing. Team skills such as netball with the use of passing and then moving on. Team skills to ensure all are working together as a team and as equally important as each other.

Academic Year: 2019-2020	Total fund allocated: B/fwd £38491.00 based on financial year.			
Academic Year: 2020-2021	Total: £55080.00 based on financial year.	Date Updated: 21.07.2021		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity. For example: <ul style="list-style-type: none"> providing targeted activities or support to involve and encourage the least active children encouraging active play during break times and lunchtimes establishing, extending, or funding attendance of school sport clubs and activities and holiday clubs, or broadening the variety offered adopting an active mile initiative <i>raising attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2. Every child should leave primary school able to swim (N/A)</i> 				Percentage of total allocation: 77%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:

<p>Playground markings and equipment such as moveable obstacle courses are one of the best ways to encourage active children. Dedicated space can be given to painted tennis, volleyball, or basketball courts, as well as small-scale football pitches. Children of all ages can use these to engage in meaningful play.</p> <p>Equipment to develop fine motor skills and large-scale movements in the outdoor classroom that children can have access to daily. Physical equipment will be stored effectively to ensure that physical opportunities are available to the children throughout their days and within their learning.</p> <p>Giving children the tools to participate in physical activities is a great way to nurture crucial personal and social skills too. Sport has always been a great method of instilling lessons about teamwork, resilience, and communication, and playground markings are one of the most effective ways to nurture this away from the timetabled sports hall or school gymnasium settings.</p>	<p>To create sports markings such as for netball on the playground so pupils can play these sports both during school PE lessons and for an after-school club that will run, thus increasing physical activity for all.</p> <p>To assign specific new physical activity areas and loose parts obstacle course resources for example, to increase children’s physical activity in the outside areas.</p> <p>Set up a working party of school staff and governors to oversee this project.</p>	<p>£42362 committed.</p>	<p>Observations of PE lessons show that children are being physically challenged and have increased their fitness levels. They are looking for opportunities to be more physically active in their play. Observations and pupil voice.</p> <p>Pupils are able to use demarcated spaces for specific activities they were unable to do before. Children are able to learn correct rules (such as off-side rules) for different sports games.</p> 	<p>The playground is an extension of the classroom and is a place where early social learning takes place. Aside from traditional sporting markings, designs such as; painted mazes, maps, life-size board games, dart board targets and A to Z throwing targets will give children plenty of opportunity to work and learn together. Games like these combine interactions with precise action and can become a staple of a child’s break time fun for years to come.</p> <p>Next steps: Train new and current lunchtime supervisors to engage more pupils in lunchtime physical fitness activities.</p>
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<p><u>Participation in the Daily Mile</u></p> <p>All pupils regardless of ability will be able to participate to improve fitness and achieve a healthy weight. It will be social, non-competitive and fun, but with an emphasis on the children understanding the health benefits for themselves. We also want the children to be ready for their continued learning after the session, and to see the benefits of this exercise within their lessons.</p>	<p>Continue to download the resources. Continue to register achievements and sign up for new initiatives.</p>	<p>Printing certificates for pupils termly. 2 x 30 @10p per copy = £20</p>	<p>100% of KS1 pupils are highly motivated and thoroughly enjoy this time completing the daily mile. Enthusiasm from all pupils is high. This helps to release energy especially for some of our more active children. Increased fitness levels have been observed and pupils acknowledge this. (pupil voice)</p>  <p>100% of children participated in the National Daily Mile Day.</p>	<p>Continue this daily session. Children to be inspired to continue this at home when not at school.</p>
<p>Key indicator 2: The profile of PESSPA (Physical Education, School Sport and Physical Activity) being raised across the school as a tool for whole school improvement. For example:</p> <ul style="list-style-type: none"> encouraging pupils to take on leadership or volunteer roles that support sport and physical activity within the school (such as 'sport leader' or peer-mentoring schemes) embedding physical activity into the school day through active travel to and from school, active break times and active lessons and teaching 				<p>Percentage of total allocation:</p> <p>2%</p>
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact: what do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>

<p><u>Sporting equipment within the school setting:</u></p> <p>We aim to provide high quality sports equipment for our pupils to use within directed lesson and pupil's independent time. This will encourage both respect for equipment and self-initiated sporting opportunities, thus independence. Children will be able to access and choose equipment during break times for personal challenge and skills development as well as have a wider selection for class PE and sporting activities.</p>	<p>Sporting equipment audit. New subject leader with HT to oversee.</p>	<p>Storage facilities for PE and sporting and forest equipment. Pedometers/ Fitbits Spend: £244 to date.</p>	<p>Children have been able to access appropriate resources for play and PE sessions with ease even though these have been separated due to bubble restrictions.</p>  <p>Pupils have been able to use equipment for their after-school activities without families/clubs having to purchase additional equipment. For example, bands, footballs, mats.</p> <p>Additional sporting activities linked to collaborations with an overseas school have generated interest in additional activities such as baseball, for which we now have the equipment.</p> 	<p>We will encourage and develop healthy and safe routines that can be sustained outside of the school environment independently now and in the future.</p> <p>The school will be well resourced for all pupils in the future including those with a special aptitude for sports or those whose physical skills need to be developed further.</p> <p>Next steps: To record % of pupils who participate in sports-based activities at playtimes for comparative data analysis. Action for 2021-2022 SDP. Reinstate weekly sports challenges.</p>
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<p>Motivational for pupils to see what they can aspire to when they meet and talk to the performers. Children will be given the opportunity to participate in a circus workshop to see the skills they can develop to perform specific acts etc. They will discuss how to keep healthy and maintain a healthy lifestyle will striving for excellence.</p>	<p>Circus workshop. Sponsored Colour Run.</p>	<p>No cost. Paid for by the Friends of St Peter's School – PTA.</p>	<p>All children (regardless of cohort) readily participated in the unusual activities that engaged and enthused. They were motivated to try new activities without fear of failure.</p>     <p>Colour Run.</p>	<p>References to different jobs and the skills children can develop to fulfil their aspirations – links to RSE (healthy lifestyles). Next steps: To follow up in lessons. Displays to show future children.</p>
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<p>To increase children's enjoyment of dance and different cultures by offering new experiences through a variety of workshops, as identified in previous years to actively generate interest for all - non-gender specific.</p>	<p>PE Lead to research and invite dance workshops/sports coaches to school to widen children's experience and enjoyment of dance/ different cultures/sports. To establish a healthy/well-being week which encourages parents and pupils to participate in healthy activities. To look at how events can be timetabled before and after school to encourage parent participation.</p> <p>Springs Dance Co Well-being dance workshops for full re-opening after 3rd Lockdown.</p>	<p>Springs Dance Co. £430</p>	<p>All pupils actively participated in these well-being workshops regardless of their ability/gender etc. Lesser confident children flourished and showed off their improvisations which they would not normally volunteer to do. No child showed less interest in this area than any other.</p> 	<p>Children understand other cultures and can be inspired to create their own choreographic pieces or attend dance classes in the future.</p>
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<p>Key indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. For example:</p> <ul style="list-style-type: none"> • providing staff with professional development, mentoring, training, and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school • hiring qualified sports coaches to work alongside teachers to enhance or extend current opportunities 	<p>Percentage of total allocation: 12%</p>
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School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<p>Training for staff to understand the specific individual needs of pupils through PE and sporting opportunities as required. To provide staff with the confidence as well as teaching resources to help them teach PE and sport. This will allow staff to gain further confidence and understanding of specific PE and sports programmes and values, and up-date knowledge that will have an impact on the physical and emotional well-being of pupils. The training will inform decisions on future provision in the school and with other local schools or organisations that can be used to impact on a child's physical attainment and emotional development over time and in the future.</p>	<p>INSET training and CPD. In house training: To look at Outdoor learning experiences and training for staff. PE Lead and the Early Years team to meet to plan and implement ways to improve and increase children's enjoyment of physical activity in the outside areas. 'Early Impact Training'. Booked April 2020/postponed. Awaiting re-booking date.</p>	<p>'Early Impact Training'. Teach active subscription 4 years: £3425 Association for Physical Education: £63 Outdoor Learning Training: Committed £3000</p>	<p>Teachers have introduced activities into their teaching and learning that shows (observations/planning/teacher talk) that they are more confident to plan and deliver active learning experiences for children. Pupils in turn have shown great enthusiasm and concentration when engaging in these activities.</p>   <p>PE lead has also worked with other year groups to share/model subject knowledge.</p> 	<p>By supporting groups or individuals and working closely with the sports coach, staff will have a much clearer understanding of techniques and strategies they can use to develop specific skills further for pupils with identified needs. They will be able to plan and implement their own teaching and learning opportunities, including differentiation, which are specific and purposeful. Resources used by the coaches will be audited so the school can adapt their own or purchase, as necessary.</p>

			<p>Teachers have a greater awareness and confidence to access resources as part of 'TeachActive' to be implemented in a variety of lessons to motivate and encourage active learning.</p> <p>Early impact training to support and generate new planning activities for outdoor learning opportunities as the school has leased additional land for outdoor learning.</p>	
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. For example:</p> <ul style="list-style-type: none"> introducing new sports and physical activities (such as dance, yoga, or fitness sessions) to encourage more pupils to take up sport and physical activities partnering with other schools to run sport activities and clubs providing more (or broadening the variety of) extra-curricular activities after school in the 3 to 6pm window, delivered by the school or other local sport organisations 			 <p>Full outdoor learning training has been postponed until full covid restrictions are lifted.</p>	<p>Percentage of total allocation:</p> <p>7%</p>
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact: what do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>

<p><u>Bike-ability/cycle skills:</u></p> <p>The course is aimed at developing balance and control whilst riding a bike. It will allow children to master the art of balance in a safe environment. The training enables children to become more aware of the space around them as well as develop observational skills. It helps to develop self-confidence, risk assessment and self-esteem, as well as being an excellent way for children to keep fit as well as respect the environment around them. It links 'Road Safety week' as well as to our 'Golden Boot' challenge later in the year when children are asked to travel to school using means of transport other than cars. It is hoped that from this training many more of our children will be able to cycle or scooter to school with their parents having developed the necessary cycling and road safety awareness skills.</p>	<p>Look at costings for bike/scooter racks so pupils can use their new skills by cycling/scootering to school and being about to leave their bikes at school.</p>	<p>Pedals training: £150 x 2-year groups: £300</p> <p>Re-book academic year 2021-2022</p>	<p>To be carried forward to 2021-2022 due to continuing Covid restrictions.</p>	<p>Pupil's awareness of road safety will increase, which is an area highlighted by the school as a localised risk in our area and as such is referenced in our safeguarding and child protection policy.</p> <p>This session will provide pupils with the skills to develop a safer and therefore healthy lifestyle which can be sustained through their lives.</p> <p>More children will travel to school by healthy means by cycling or by scooter. We will then also have bike/scooter racks to accommodate this.</p> <p>Next steps: Book for 2021-2022</p>
<p>High quality Specialist Sports coaches to broaden experiences:</p> <p>The aim here is to increase pupil's engagement and enjoyment of sports they may not otherwise access. There is a consistency in children's experience of physical activity throughout the school. All children regardless of background or</p>	<p>Staff to observe coaching in these areas so they can deliver such programmes in the future.</p>	<p>Yoga Mindfulness activities Aikido Team skills £2750</p>		<p>Observations of specialist coaches will enable teachers to introduce techniques into their own teaching and enhance learning opportunities for pupils. These may be recorded so resources and activities can be used in</p>

family financial situations will be able to access a range of physical activity experiences. It will also increase participation of pupils with identified SEND in physical activity.

This year sports have been chosen to specifically increase teamwork. Children who are less confident in their own abilities will see that they can thrive in a safe sporting environment that encourages teamwork, risk taking, and social co-operation.



Pupils are enthusiastic for PE sessions and have already shown skills development in the areas of basic ball skills. They are working as a team and showing respect and thoughtfulness for one another.



Mindfulness and yoga activities have allowed children to centre their thoughts and feel calm and relaxed – pupil voice. They say that they enjoy 'being peaceful'. Children have in turn signed up for yoga after school club.

Aikido: regardless of ability, all pupils have been focused and disciplined in these sessions. Enthusiasm for the

future sessions led by school staff. Sporting skills developed though the lessons will be applied in other areas such as the school's sports day. Through pupil voice increase the range of activities on offer and therefore encourage more pupils to participate in out of school sporting activities.

			<p>activity has surpassed any other physical activity offered. Parents are actively seeking sessions during out of school hours so pupils can continue with this discipline.</p> 	
<p>Enrichment activities Enrichment activities have been chosen as they broaden horizons, develops new skills and contributes to students' personal and social development. These give all pupils the opportunity to participate, being inclusive for all.</p>	<p>To continue to ensure all children are included in PE provision at our school.</p> <p>To offer all children (especially PPG and SEND) experiences that will extend their knowledge of the physical world.</p> <p>Booked October 2020</p>	<p>Nower Wood + Transportation £610</p>	 <p>Year 2 children thoroughly enjoyed their outdoor experiences where they had the opportunity to develop their interaction, listening and</p>	<p>Confident learners who will be able to make links and apply their learning to different life skills as they leave school and are placed in different social as well as physical, emotional situations.</p> <p>Techniques that can be used in teacher's own teaching.</p>

			<p>outdoor skills. They worked as a team in their groups to support each other and develop their communication skills. This was very apparent as observed by staff. All children showed respect, perseverance and thoughtfulness. This was a great opportunity for all children regardless of ability as they could work at their own pace and ability level without fear of failure.</p>	
<p>Health and well-being week: June 2021 A full week of healthy activities to promote health and well-being including mental health. To develop a greater personal understanding of healthy eating and fitness to support well-being.</p>	<p>Timetable of events: A-life – healthy workshops and fun fitness sessions. Fit4Kids workshop. Karate workshops</p> <ul style="list-style-type: none"> • Working with catering company - Menu changes at school to introduce a variety of unusual fruits/veg • Healthy workshops • Circus 	<p>A-life - £549 Fit4Kids - £247</p>	 <p>Enthusiasm and recognition of what healthy foods, sleep and cleaning teeth actually does to maintain a healthy body. Children continued to talk about the workshops and say what they are continuing to do, long after the week finished.</p>	<p>Building the children's confidence, enthusiasm, and knowledge in health and well-being. The children will be able to draw on the easily usable advice on a variety of areas linked to their wellbeing and take this information forward in their own lives as well as pass this knowledge on to their families so they can adopt healthier lifestyles.</p>
<p>Key indicator 5: Increased participation in competitive sport. For example:</p> <ul style="list-style-type: none"> • increasing pupils' participation in the School Games 				<p>Percentage of total allocation:</p>

<ul style="list-style-type: none"> organising, coordinating or entering more sport competitions or tournaments within the school or across the local area, including those run by sporting organisations. 				2%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<p><u>Participation in locally organised and age-appropriate festivals and competitions such as 'Multi skills':</u></p> <p>To continue to work with a cluster of schools to provide support for PE and inter school sports events.</p> <p>This will provide challenge and promote skills for confidence and success by offering opportunities to all children, regardless of ability to participate in competitions against peers from other schools. This in turn will promote SMSC development.</p>	<p>The PE Lead will promote and encourage inter school sports events within our school sports partnership. All Year 2 children across our school partnership will participate in competitive inter school sports events. During the festivals the children will experience Multi-Skills, Ball Skills, Sports Challenges and Athletics.</p>	<p>Anticipated total spend: costs for festival and cover: £900</p> <p>Transport to events: £70 x 3 sessions = £210</p> <p>Academic year 2021-2022</p>	<p>To be carried forward to 2021-2022 due to continuing Covid restrictions.</p>	<p>Local schools will be able to continue the work developed to date and provide opportunities for these events to continue, in the knowledge that staff have the necessary training and skills to sustain the work undertaken so far. Equipment will be available as it has previously been purchased and knowledge of how audits are undertaken will have been completed and monitored so this work will be able to confidently continue for future pupils of the schools.</p>

*This is based on 6 sessions half termly.

Committed expenditure to date: £1380.

Pupil Quotes about the PE and sports they do at St Peter's School.

TS- ' I liked bat and ball because I liked learning how to bat.'

LG-S - 'Since coming back from lockdown, PE has helped me be more flexible.'

GT - 'PE has helped me to be stronger.'

JC - 'PE has helped me learn to eat healthy food.'

OS - ' I liked bat and ball because I liked hitting the ball. PE makes me feel better.'

OM - ' PE makes me brave and try new things.'

I love yoga as it makes you feel calm – JB

I have enjoyed all of the sports as once I have tried them; I can start in new ones – RD

I enjoy everything I do as I get to try something new that I haven't done before – MC

I have really enjoyed yoga, throwing, and catching and aiming – it makes you feel relaxed, peaceful, calm, happy, a bunch of joy. – (a number of Yr 2 children)

It helps me get fit and healthy – EC

It gives me energy – ER

I feel fit, relaxed, and healthy – RD

It makes me feel calm – AC

I like it because although it makes you feel tired you somehow feel energetic – LW

Pupil quotes from Springs Dance Company – Well-being workshops March 2021

The dance was amazing and fun – JC

I really liked them teaching us to dance. They were good dancers – BP

I liked pretending to paint the walls and ceiling in my studio – OS

I loved skipping in pretend puddles – NK

Pupil quotes regarding Aikido – Summer term I.

It was the very best ever. JB

It really taught me to concentrate but in a fun way – GE

It was great as you can be fit and healthy at the same time as thinking hard – NK

The teacher was brilliant and funny. He showed us really good moves that help us to defend ourselves without fighting - BP