

St. Gregory's RC Primary School
School Sport Premium Breakdown and Impact - 2020/21

Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£4557.00
Total amount allocated for 2020/21	£17855.00 (£22412.00)
How much (if any) do you intend to carry over from this total fund into 2021/22?	£8877.00
Total amount allocated for 2021/22	£17855.00
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£13535.00

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</p>	<p>The last accurate set of swimming data held for the Y6 cohort was when this class were in Y4.</p> <p>The class did receive information on water safety during swimming lessons and also in pastoral care lesson and from a visit from the RNLI visits.</p>
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.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.</p> <p>Please see note above</p>	86%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	86%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	93%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?</p>	Yes/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 pupils today and for the future.

Academic Year: 2020/21	Total fund allocated:	Date Updated:		
Key indicator 1: 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:	
			%	
Intent	Implementation	Impact	Sustainability and suggested next steps:	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated :</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	
<p>To ensure all the children in our school have access, knowledge or the resources to enable them to undertake at least 30 minutes of physical activity a day whilst in school.</p> <p>Resource stock continuing checked and updated when necessary.</p> <p>(Order to be input Autumn Term 2021 especially Huff and Puff)</p>	<p>To enable all classes to have access to the following movement programmes:</p> <p>Activate Prayers with movement French action rhymes Mindfulness stretches and poses Acti 5 and Passport to success initiatives. Walk to school week</p> <p>September 2020 – July 2021 Huff and Puff equipment was distributed to each class and used in all break times to encourage more movement and skill development. The timetable rota was also adapted to enable children to</p>	<p>No money spent as equipment held used however we will need an updated order in Sept 21 with carry over money.</p>	<p>ALL pupils now understand that short bursts of exercise can be done throughout the day in smaller spaces and individually.</p> <p>You don't need expensive equipment to be fit and healthy.</p> <p>Children are playing more games and challenging themselves to targets outside in the playground.</p> <p>Timetabled sessions</p>	<p>Daily activity sessions will be firmly embedded in school day.</p> <p>The children understand that access free exercise sessions on line at home and now know that exercise can be completed in short bursts with many ideas.</p> <p>They will know the basic exercises such as sit ups. Burpees, squats etc and that they can be done anyway and are completely free.</p> <p>Skills such as catching, throwing, football skills,</p>

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	<p>have more playground space and use of outdoor facilities on a rota system.</p> <p>To start in September 2021.</p> <p>Year Five to continue to run the Huff and Puff during break times to encourage activity. They will also promote games and skipping to teach the younger children new activities to play on their own or with friends.</p> <p>To ensure the huff and Puff Leaders are trained and given a timetable.</p> <p>To ensure there is enough equipment to use.</p> <p>Children are taught new skills and games which they can practise at playtimes and outside of school which will ultimately increase physical level in both boys and girls across the school.</p>		<p>Observations Pupil conversation</p>	<p>skipping and balance have developed so will grow continually next year.</p>
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<p>The 'Daily Mile' to the school timetable.</p>	<p>Meeting with the Daily Mile coordinator completed and introductory assemblies delivered by Gary Young to each class. Discuss with staff and implement routes. Build into timetables</p>	<p>Free</p>	<p>Every class participated in the Daily Mile. Most classes participated every day. Children much fitter and were encouraged to try to beat their own personal best. Routes were adapted for each class when necessary to incorporate challenge and enjoyment.</p>	<p>This will continue into 21 /22 Academic Year</p>
<p>To continue to build upon skipping skills throughout the school as a means to develop skills, stamina and increase activity levels throughout the day and also encourage movement out of school.</p>	<p>To ensure strong progression of skills throughout the school from reception to Year Six.</p> <p>Training delivered via internet by specialist coaches – Skipping School.</p> <p>The skills will link to a skipping competitive event.</p> <p>Teacher and classroom support to will receive CPD training and are encouraged to join in or facilitate.</p> <p>All classes will be taught skipping skills relevant to their Key Stage and all staff will promote skipping within break times.</p> <p>Skipping ropes purchased for every child in the school.</p>	<p>£750.00 Various skipping events within the year</p>	<p>Training with all year groups took place.</p> <p>Skipping competition entered but was not completed due to COVID class closures. .</p> <p>All year groups actively took part in skipping due break times and extra PE sessions took place to develop specific skills.</p> <p>Children were encouraged to learn all skipping skills and challenged. Encouragement was given to all children whatever level.</p> <p>Evidence of skipping within break times.</p> <p>CPD for all teachers from skipping workshop.</p> <p>Observations</p>	<p>On- going training and use of ropes in the yard.</p> <p>Observation of more children skipping during break times. Children choosing skipping including skipping with the longer ropes.</p> <p>The trained children will train younger children and maybe set up a skipping award scheme.</p> <p>All teachers trained in skipping skills for their individual year group.</p>

			Pupil conversation	
Continue to encourage walking, scooting and cycling to school.	Through newsletters and links to government initiatives – walk to school week.	Free	<p>Increased numbers took part in the bike to school week.</p> <p>Cycling proficiency week – all children able to participated an increased number of children tried to walk, scoot or ride to school..</p> <p>Encouragement of younger siblings to ride, scoot to walk to school.</p> <p>Number of bikes and scooters in the bike sheds increased.</p> <p>More parents coming to school on bikes.</p>	<p>Continue to work closely with children, parents and government initiatives to increase the number of pupils who use these methods to travel to school.</p> <p>Active Travel local representative contacted with a link to compete for a school award 21/22.</p>
To timetabled PE sessions during the week (including specialist coaches) to ensure PE is regularly taught.	<p>To ensure a timetable slot of hall or MUGA is available weekly for PE for each year group.</p> <p>To ensure all children participate.</p> <p>To provide a specialist coach for each year group.</p> <p>To provide resources and a scheme of work for lessons not taught by the specialist.</p>	<p>£5780.00</p> <p>£3417.00</p> <p>£2700.00</p>	<p>Planned engagement of all pupils in regular physical activity throughout the school.</p> <p>Focus on ensuring upper KS2 children are keen to continue to add sport into their lifestyle.</p> <p>An increase in the number of children accessing better quality PE lessons leading to an increase in children’s ability and achievements in PE.</p>	<p>PE within school will be of an increased quality and in line with the new requirements of the National Curriculum.</p> <p>Additionally, teachers will be made aware of Ofsted’s criteria to achieve an outstanding lesson. An increased number of children will access better quality PE lessons leading to an increase in children’s ability and</p>

	<p>To link out of school clubs to the sports taught in school and add different ones to develop skills.</p> <p>To buy into the School Sports Partnership programme to develop links to competition, new initiatives and new sports.</p>		<p>Pupils have been seen to be active, involved and enjoying their PE lessons. Verbal feedback from pupils is very good.</p> <p>New opportunities to learn a new sport/new skills lead by specialist coach.</p> <p>All pupils receiving PE entitlement.</p>	<p>achievements in PE.</p> <p>Ensure all year groups receive coaching.</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p> <p>%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>To continue to keep all staff up to date of all new developments within PE.</p>	<p>Attend all PE coordinator meetings.</p> <p>Read new articles on the AFPE website and other websites.</p> <p>Feedback to staff regularly</p> <p>School Sports Partnership CPD training.</p>	<p>£2700</p>	<p>Pupils will benefit from any new initiatives and up to date information on curriculum and club links</p> <p>Staff are kept up to date with new initiatives.</p>	<p>To continue to keep up to date any new developments within PE and feedback this information to staff through INSET or email.</p>

To celebrate sporting achievements in the weekly assembly	<p>Every week sporting certificates and trophies will be celebrated in the Friday assembly.</p> <p>Ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to get involved.</p> <p>Achievements celebrated in lessons and during Friday celebration assembly.</p> <p>Weekly Sports Award started in all classes.</p>	Trophy Certificates	<p>Increased number of children entering events, clubs and sharing news of their success.</p> <p>The profile of sporting achievements in school will be raised.</p>	<p>On going celebration assemblies to showcase certificates and trophies.</p> <p>Pupils encouraged to achieve success in PE.</p>
To share the success of sporting role models with the school community.	<p>Gary Young from the Daily Mile discussed sporting personalities linked to this initiative so pupils can identify with their success and aspire to be a local sporting hero.</p> <p>Due to COVID restriction we have only had Sunderland FC in this year but we have been involved with ACTi 5 on live linking various sporting personalities to sports.</p>	Donations	To inspire the children and encourage participation into more activities and to show the children that sporting personalities come from all walks of life.	<p>Find any links which the children are interested in.</p> <p>Invite sporting personalities from other sporting professions to ensure a wide range.</p> <p>Possibly Athletics / Dance</p>
To raise the importance of sport by continuing to update a notice board in school to raise profile of PE and Sport.	<p>Create a new display on the board in KS1 with current PE initiatives or events.</p> <p>Involve children to add comments or writing to match.</p>		The displays will promote PESSPA and the children and staff will both be involved.	Regular Updates

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:

and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
<p>To ensure the all staff in school are given the opportunity to develop their confidence, knowledge and skills in teaching PE and sport by working alongside a specialised PE coach.</p>	<p>Employ two specialist coaches to work in school alongside the class teacher.</p> <p>Teachers will be provided with CPD in areas of the curriculum and other areas. On occasions they will work with smaller groups to excel specific P.E. skills in upper KS2.</p> <p>One specialist teacher will work with the KS1 teachers and class to further develop teacher knowledge and improve the skills of pupils.</p> <p>Specialist coaching to work alongside teachers in lower key stage Two.</p> <p>CW to coach Year Five and Six. KM to coach Year Three and Four. SAFC to coach Year Three and Four. KM to teach / KS1 alongside teacher. Teacher / CA to observe specific lessons to develop own skills when either delivering or supporting within a lesson. To encourage children from the year groups to attend out of school clubs.</p>	<p>Figures added above.</p>	<p>Informal lesson observations show teaching to be very good and outstanding.</p> <p>Class teacher P.E. knowledge and skills have improved.</p> <p>Pupils skill development has improved.</p> <p>Class registers show all children are participating.</p> <p>Classroom assistants knowledge developed due to observations. Participation in linked out of school clubs .</p> <p>Pupil Conversations. Class Registers Drop in's Timetable Lesson Plans Assessment</p>	<p>Teachers will continually be developed to enable them to teach their own lessons more effectively.</p>

	Dance Coach – KS1			
Development in skipping skills	All staff to watch and deliver the skipping workshop presentations by skipping school.		All staff knowledgeable about the various skipping skills and how to teach them.	Ongoing skipping teaching in future years.
To buy into the South Tyneside Sports partnership	To be given opportunities to attend CPD by South Tyneside Sports partnership		Staff and co-ordinator will be kept up to date with current events and training.	To build upon current knowledge and train others less skilled in this area.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
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:

<p>To continue to carry out a P.E. resource audit of the full school for safety and renewal of equipment to ensure there are enough resources for a range of sports and activities.</p>	<p>The purchasing of new equipment will enable staff to teach better PE lessons and skills and allow them to broaden the range of PE activities and skills developed within those lessons</p>	<p>£765</p>	<p>Receipts To purchase new mats for PE lessons.</p>	<p>Staff will be able to teach safer PE lessons and skills.</p>
<p>To introduce new sports and build upon existing sports /skills.</p>	<p>Introduce a range of new skills on sports day. CW – range of new athletic skills - throwing KM – Games skill Development Develop dance skills</p>	<p>Cost shown above</p>	<p>Photographs <input type="checkbox"/> Pupil conversation <input type="checkbox"/> Receipts <input type="checkbox"/> New opportunities to learn new sports /skills provided in both curriculum and after school clubs. Strong links also given in these clubs to clubs in the area. Opportunities for children to attend after school clubs and ultimately to improve chances of excelling in sports (clearer talent pathways)</p>	<p>Continue to develop and further club links. These sessions equip children with skills they need to reduce anger, manage anxiety and build resilience. Teachers supporting will be able to take some strategies used to class and to future lessons delivered by themselves. Continue to offer a wide range of activities both within and outside the curriculum in order to get more pupils involved.</p>

<p>Focus on the mental impact of Covid as well as physical for those children who are inactive and do not usually take up sporting provision provided at school and those children who develop to de-clutter their minds to make them physically and mentally stronger.</p>	<p>Mindfulness sessions for all year groups to start the year then again in Year Six towards the end of the year. Send a questionnaire or ask children who do not attend the reasons why. Ask if they would like any other club which is currently not on offer.</p>		<p>Mindfulness sessions provides a time and space for our most vulnerable children</p> <p>With the addition of new clubs should lead to an increase in children participating in sport in school.</p> <p>WIDER IMPACT AS A RESULT OF ABOVE</p> <ul style="list-style-type: none"> • Increase in the number of children participating in lessons resulting in progress and achievement in curriculum PE improving year on year. • Most children enjoy PE and sport and want to get involved in more activities. • Pupils seem calmer and use strategies taught in lessons to reduce any worries. 	<p>Focus particularly on those pupils who do not take up additional PE and Sport opportunities.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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:
<p>To buy into the South Tyneside School Sport Partnership programme and enter more School Sport Network events, school partnership competitions..</p> <p>To enter multiple teams in a wide variety of different competitions and continue to develop partnerships with local clubs and providers</p> <p>To provide opportunities for classes to attend regular competitions against other local schools.</p>	<p>Ensure children attend festivals and competitions.</p> <p>Participate in football and netball events. No leagues took place this year.</p> <p>School Sport Events.</p> <p>St. Wilfred's partnership – no partnership events re COVID</p> <p>Ensure travel to competitions is arranged in advance.</p> <p>Enter skipping competitions</p> <p>Work with Bryan Levey</p> <p>Liaise with Helen Nuttal St Wilfred link.</p> <p>Confirm attendance to competitions.</p> <p>Ensure affiliation fees are up to date.</p>	£2700	<p>As many possible events were attended this year with STSP however COVID did have an impact on many being cancelled.</p> <p>Attending more competitions and events allows more children to take part in physical activity.</p> <p>Competition and playing against other children develops increased confidence and knowledge.</p> <p>Competition and development in skills linked to events inspires and motivates children to participate. This has an impact on their academic studies through improved behaviour and output in lessons.</p> <p>Linking to sports partnerships provides opportunities for classes to attend regular competitions against other local schools.</p>	<p>Entry to the School Sport Network events, school partnership competitions and participation in a number of events will be ongoing.</p> <p>- Introduce additional competitive sports (intra- level) to increase participation.</p>

<p>To ensure classes are provided with opportunities to experience a variety of skill development and inter competition. (Reception – Year 6) to participate in competitions with other schools throughout the academic year.</p> <p>Enter Football and Netball teams into leagues. Children will be given opportunity to represent the school in girls and boys football teams.</p> <p>- Introduce additional competitive sports (intra- level) to increase participation.</p>	<p>Arrange friendly competition – intra school. Some of this was restricted due to mixing bubbles re covid but some intra competition still took place.</p> <p>No Leagues this year</p>		<p>SSP provides opportunities to enter Level 3 competitions if they excel in Level 2 competitions.</p> <p>Children will have an increased skill level in PE from better training and leadership resulting in an increased chance of success in competitive sport.</p> <p>These opportunities allow children to represent the school to compete against other schools in a competitive nature. This means more children are taking part in more physical activity with the added opportunity to be scouted to play at club level.</p> <p>WIDER IMPACT AS A RESULT OF ABOVE</p> <ul style="list-style-type: none"> • Improved standards in games in curriculum time due to development of catching and hitting skills. 	
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Signed off by	
Head Teacher:	Alison Dunne
Date:	September 2021
Subject Leader:	Tracey Watson
Date:	September 2021
Governor:	Michael Puech
Date:	September 2021