

## **Sandown Primary School & Nursery** PE Premium Report 2021 - 2022



Key achievements to date (from 2020-21):	Targets for (for 2021-22):
<ul> <li>Fitness Groove assemblies introduced for whole school assemblies to increase PA.</li> <li>An investment into the Real Legacy Programme to enhance the development of PE across the school and have whole school impact.</li> <li>Training provided for all MDSA's to increase PA at lunch times.</li> <li>Lunch times extended by 10 minutes for whole school to allow for more PA</li> <li>Real Gym training provided for all teaching staff across the school including showcases and staff meetings.</li> <li>Real Gym training provided for TA's to enhance knowledge and understanding around gymnastics and the 5 key shapes.</li> <li>Outdoor Learning provided for multiple year groups across the academic year.</li> <li>Weekly training provided to nursery staff to be able to incorporate quality PE lessons within the department.</li> <li>Real Foundations virtual training provided to Nursery to further enhance their knowledge of PE delivery for 2-4 year olds.</li> <li>PE monitoring of lessons to support teachers in the delivery of high quality PE.</li> <li>'Get Fitter' award - weekly challenge to encourage families to be active at home.</li> <li>Due to Covid, Sandown took part in all of the Virtual Games including X-country, X fit and KS1 festival challenges.</li> <li>Sandown chosen as a school by Active Sussex to present to local governors on effective ways to spend the Primary PE &amp; Sports Premium</li> <li>Over 67% of the school cycled, scooted or walked to school during The Big Pedal</li> <li>Tennis CPD (LTA) completed to be able to implement into the curriculum.</li> <li>CPD – Virtual meeting around curriculum design in PE</li> <li>PE provided every day during lockdown via virtual challenges and YouTube made by the PE co-ordinator.</li> </ul>	<ul> <li>To continue to increase, inspire and sustain the number of children participating in at least 30 minutes of physical activity a day in school.</li> <li>To continue to improve the quality and delivery of PE lessons across the whole school including the monitoring of PE.</li> <li>To improve the overall quality of lunch time play for children.</li> <li>To invest and build a Real PE legacy within the school.</li> </ul>

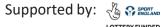
Did you carry forward an underspend from 2020-21 academic year into the current academic year? No















Meeting national curriculum requirements for swimming and water safety			
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	50%		
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above.	45%		
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	50%		
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**

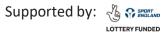
This report illustrates how the funding has been utilised to achieve the 5 key indicators. It will show the Intent, Implementation and Impact for all of the indicators.

Academic Year: 2021/22	Total fund allocated: £20,170	Date Updated	<b>d:</b> July 2022	2	
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 (PA) a day in school					Percentage of total allocation: 20%
Intent	Implemen	tation		Impact	Sustainability and suggested next steps:
<ul> <li>'Fitness Groove' assemblies' for 20 minutes 3 mornings a week to increase physical activity levels across the week.</li> <li>Medals introduced this year to reward the pupils that work hard and encourage their peers.</li> </ul>	<ul> <li>PE teacher to lead demonstrate the esafely for pupils to along.</li> <li>HLTA trained in deassemblies when Escoordinator is una</li> </ul>	xercises follow livering the PE Co-	£500	<ul> <li>Over 200 medals and certificates have been awarded to children across the school for their effort in Fitness Groove.</li> <li>Introduction of staff medals to TA's for their efforts has really helped boost their efforts and help encourage the children.</li> <li>Children are excited to join in active assemblies.</li> </ul>	To continue Fitness Groove for 2022-23
To improve the quality of lunch time play / physical activity.	<ul> <li>Lunch times were last year by 10 mir allow more time for activity. This will consider the second of t</li></ul>	outes to prophysical continue. The employed approve the sand levels during lunch or lunch the pervisor to	£3,000	<ul> <li>Play leaders have been able to establish relationships with pupils which in turn has improved behaviour of pupils.</li> <li>Play leaders have implemented games and activities for each class which has improved engagement and enjoyment at lunch times.</li> <li>On a whole school pupil survey we asked pupils:         <ul> <li>Do you enjoy lunch times?</li> <li>77% - Yes</li> </ul> </li> </ul>	To continue to employ lunch staff per class due to positive impact it has shown.













	training		> 18% - Sometimes	
	Sports equipment for lunch		> 5% - No	
	times purchased.			
			Do your play leaders make lunch	
			times fun?	
			> 51% - Yes	
			27% - Sometimes	
			> 22% - No	
			Quotes:	
			"I like when we finish the catch	
			game, we shake hands."	
			WELL The three terms of extension	
			"I like the throwing and catching	
	55.0 11	65.00	game because it's fun."	l. f
Early Morning Activities on the  Activities on	PE Co-ordinator to supervise  A side of the second state of t	£500	Children have enjoyed being	• To continue this for 2022-
playground from 08:30am for	children before registration to		able to come out to the	23
KS2 pupils	help encourage some extra physical activity before school.		playground / field again before school	
	physical activity before school.			
			This was halted during Covid and children happy to see it	
			continued.	
			Over 200 children attend daily.	













Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement			Percentage of total allocation:
Intent	Implementation	Impact	Sustainability and suggested next steps:
To continue the Get Fitter Award (Acronym for Get Families Inspired Together to Exercise Regularly.	<ul> <li>Each week make a video displaying a specific skills challenge.</li> <li>Children send the PE coordinator a video of them attempting the challenge for a chance to win a trophy</li> <li>A video compilation of all the nominations are shown to the whole school with the winner announced winning the trophy.</li> <li>Purchase trophies with school name and Get FITTER Winner engraved on them.</li> </ul>	<ul> <li>Over 30 challenges made for children to attempt. Pupils from all year groups attempted the challenges.</li> <li>Children who won the trophy still entered the competition on a weekly basis.</li> <li>Parents were also involved and sent pictures / videos of themselves completing the challenge.</li> <li>Healthy eating challenges were introduced and very popular with engagement.</li> <li>Local green grocers helped to support the idea by donating £50's worth of healthy food vouchers for the winners.</li> <li>Local kids fitness club also donated vouchers for free sessions to weekly winners</li> </ul>	To implement something similar in 2021-22 but with a healthy eating focus.
House Competitions	<ul> <li>Intra House competitions have a sport focus. These happen termly.</li> <li>Certificates and stickers purchased for events</li> </ul>	<ul> <li>Houses help to provide a sense of belonging within the school.         Allows opportunities for children to learn about their social, moral, spiritual and cultural development.         </li> <li>A range of events took place including Festivals, Cross Country, Cross Fit, Tri Golf, Cricket,</li> </ul>	house system as works very well.













		Basketball, Quad Athletics and Sports Days.
Active Travel initiatives	<ul> <li>To take part in the Big Pedal to raise whole school awareness about the positives of Active Travel.</li> <li>2 weeks</li> </ul>	<ul> <li>67% of the school walked, cycled or scooted during the 2 weeks of Big Pedal.</li> <li>A total of 3,431 journeys were recorded.</li> </ul>
Sports Leaders	Sports Leader Training to be implemented to Year 5 through the School Games Organiser (SGO) and Create Development with Real Leaders	<ul> <li>Dver 30 year 5 children have had training in sports leadership to deliver games to KS1 children at lunch times.</li> <li>2 support days provided by create development to help support the leadership programme</li> <li>Online CPD attended by the PE coordinator on Real Leaders.</li> </ul>
Sports Equipment	Equipment purchased to enhance curriculum opportunities and a wider range of sports.	<ul> <li>Sports day equipment purchased to add more variety of events, including football shooting, hurdles relays and space hoppers.</li> <li>Handball equipment purchased and introduced to the curriculum.</li> <li>150 personalised medals purchased for Sports Day for House winners.</li> </ul>













Key indicator 3: Increased confidence	Percentage of total allocation:		
			35%
Intent	Implementation	Impact	Sustainability and suggested next steps:
Real PE Legacy Package     (2 year Plan) —     Now in second year	<ul> <li>To invest in the Real PE legacy so that the intent of PE is embedded across the school in all formats.</li> <li>This includes access and training in all strands of the Real PE over 2 years. (Now in the second year).</li> <li>These strands will include Real PE, Real Gym, Real Dance, Real Foundations, Real Play and Real Leaders.</li> <li>Training included for all staff.</li> </ul>	the cogs of learning rather than	We have now finished our legacy journey but can always contact Create Development when support is required.
Real Dance Training	<ul> <li>All staff to have Real Dance training through a show case and staff meeting.</li> <li>KS1 and KS2 lesson to be taught by a Real PE tutor and observed by the teaching staff.</li> <li>A meeting post lesson to then explain the intent and implementation of the Real Dance scheme to staff.</li> </ul>	<ul> <li>Agata Maj (a creator of Real Dance) delivered whole school training.</li> <li>Staff now more confident to deliver dance lessons.</li> <li>Staff now have a systematic approach to teaching dance with clear outcomes and routes for progression with all learners.</li> </ul>	•
A specialist PE teacher employed full-time to improve the quality of teaching and learning in PE across the school.	TA training delivered around the effective use of a TA during PE lessons	100% of TA's agreed that the effective use of a TA in PE lessons improves the quality of a PE lesson and 100% of all TA's stated that the training now made them feel more confident about their role as a TA during a PE lesson.	subject leader observing













TA's roles within a PE lesson are now commented on within teacher monitoring. TA auotes:

- "Thanks! Useful and positive"
- "You delivered this training with great diplomacy and enthusiasm"
- Lessons observed in years 1 to 6. Teacher support provided before the delivery of the lesson with a detailed report of the lesson outlining clear strengths and areas for improvement for next time. All lessons across the school show high standards of teaching in PE.
- 1:1 mentoring and advice provided to improve the quality of teaching in PE across the school
- PE lessons taught to a very high standard and have been monitored by the head teacher regularly.
- Attended CPD opportunities with HRSGP, Create Development and Sports Leaders. New ways learnt to develop sports leaders further in the future

Monitoring of lessons with support and actions for improvement.

- Training to HLTA's so they feel more confident in delivering PE lessons.
- Head teacher to monitor and observe the effectiveness of a PE specialist.
- PE lead to have own CPD opportunities











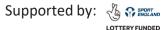


PF lead to deliver 1 hour of PF Lessons have been differentiated. fun and engaging for ALL pupils to across Year 1 - Year 6. make progress. Children enjoy PE in the school. A sample of 14 classes ranging from reception to year 6 showed the following from staff and pupils: **STAFF SURVEY** Yes No Do you enjoy 100% 0% teaching PE? Do you feel 92% 8% confident in teaching PE? Do you feel 92% 8% empowered to teach high quality PE lessons? **PUPIL SURVEY** Yes No Do you enjoy 90% 10% PE? Do you feel successful in 76% 24% PE?













Do you feel challenged in 57% 43% PE?
Quotes from staff:
"I enjoy teaching Real PE – I like the lesson structure and it is well resourced."
"I like that the focus isn't on learning a traditional game e.g football it therefore engages more of the children and allows them all to succeed."
"I like the structure of the lessons and that many of the children remember the steps"
Quotes from pupils:
"I enjoy PE because you are challenged"
"It makes you fitter and I just love it!"
"I like dancing to the music"
"I like the apparatus because it looks really challenging, but I do it."













Key indicator 4: Broader experience	ce of a range of sports and activities offered to all p	upils	Percentage of total allocation:
Intent	Implementation	Impact	20% Sustainability and suggested next steps:
Real PE Legacy Package     (2 year Plan) —     Now in second year	<ul> <li>To invest in the Real PE legacy so that the intent of PE is embedded across the school in all formats.</li> <li>This includes access and training in all strands of the Real PE over 2 years. (Now in the second year).</li> <li>These strands will include Real PE, Real Gym, Real Dance, Real Foundations, Real Play and Real Leaders.</li> <li>Training included for all staff.</li> </ul>	<ul> <li>Whole school ethos centred on the cogs of learning rather than assessment of specific sports.</li> <li>These cogs include Social, Personal, Cognitive and Creative skills.</li> <li>Whole school training delivered in Real Dance, Real Play and Real Leaders for this academic year.</li> <li>PE coordinator meetings and support sessions delivered.</li> </ul>	We have now finished our legacy journey but can always contact Create Development when support is required.
Real Play Training	Real Play training in March     2022 for Nursery Physical     Development Lead     Part of     Legacy     Package	<ul> <li>The Physical Development lead attended the training and now has all the required resources to deliver the Real Play package within the setting.</li> <li>The initiative is to engage families with young children to play at home in a fun and imaginative way that specifically targets a child's fundamental movement skills.</li> </ul>	To be carried out fully in 2022-23













Real Leaders Training	<ul> <li>Real Leaders Training attended in June 2022</li> <li>2 support days with create development to work with our current year 5 sports leaders.</li> </ul>	Part of Legacy Package	<ul> <li>Online training for the PE coordinator to now look at ways to enhance the sports leader opportunities within the school.</li> <li>Sports leaders given 2 days to work with a specialist on delivering sports leader programmes across schools.</li> <li>20 year 5 children received the training and will now go into year 6 to further provide activities for KS1 children at lunch times.</li> <li>All leaders were involved with sports days from Reception to year 4 to demonstrate, time, record, score and reward. They were outstanding.</li> </ul>	New ideas for sports leaders to be implemented in 2022-23
Extra-Curricular Clubs	Extended Schools leader employed to offer a wider variety of after school clubs.	-	<ul> <li>Clubs included football for all year groups, girls football, multi sports, bat and ball club, basketball, dance, karate, pony club, chess club, sensory circuits, table tennis and the big outdoor learning club.</li> </ul>	•
School Games Organiser lunch Time sessions	30 minute lunchtime sessions in term 6 aimed at Pupil Premium children help improve confidence, attitudes in school and also physical literacy.	_	<ul> <li>The children participated in some personal challenges with the aim of improving their own performance over time.</li> <li>Children enjoyed and appreciated the experience.</li> </ul>	













Handball introduced into the curriculum	Handball to be taught as part of PE lessons.	Yr 3 & 4 competed in Handball lessons and class competitions that children thoroughly enjoyed.	To keep in the curriculum for 2022-23.
Sussex Cricket	Sussex Cricket to deliver a term of cricket to Year 3 children	<ul> <li>The children really enjoyed the lessons.</li> <li>Lessons can now be used in the future for teachers and PE coordinator.</li> </ul>	To continue to work with Sussex Cricket in 2022-23
Outdoor Learning	Outdoor Learning implemented into the curriculum for multiple year groups.	Pupils have made incredible progress with Outdoor learning and thoroughly enjoyed the lessons.	• To be continued for 2022- 23.
Balance Bikes	Balance Bikes purchased for use in PE lessons for Reception	All children to be able use the balance bike safely and progress to pedals.	•
Swimming Lessons	Year 4 to attend 5 x 1 hour lessons across a term (3 classes)	Significant progress made from beginners and to experienced swimmers.	•











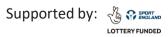


dicator 5: Increased participation	on in competitive sport		Percentage of total allocation
Intent	Implementation	Impact	15% Sustainability and suggeste next steps:
Membership of Hastings and Rother School Games Partnership to enhance sporting opportunism available to pupils.	<ul> <li>To enter as many competitions as possible to give as many children as we can the opportunity to represent the school at sporting events.</li> <li>To use the money to cover the PE coordinator to be able to attend the events and fund some of the travel costs.</li> </ul>	<ul> <li>25 sporting events attended across the academic year including, football, cross country, Indoor athletics, time to dance, netball, hockey, girls football, table tennis, quad athletics, crazy golf, tri-golf, tennis, cricket and sports days.</li> <li>Over 70% of KS2 children represented the school at a sporting event.</li> <li>PE co-ordinator now taken over the role of SSCO to keep opportunities for competitive sport against local schools.</li> <li>Sandown Football tournament hosted for over 15 primary schools to allow winners to progress to the district FA finals.</li> <li>Sandown Cross Country hosted for over 15 primary schools with 546 children in the local area competing.</li> <li>Qualified for the Sussex Games finals in Tri-Golf</li> <li>Sandown had 6 children represent the school at the Sussex Games Cross Country Finals in Brighton.</li> </ul>	To continue the with the school games partners and be the hosting school (SSCO) for 2022-23.













Community Clubs	Advertise local clubs through school portals.	<ul> <li>Lots of children have attended regular half term clubs that are free that are advertised and promoted through the school.</li> <li>Many children are now playing for local sports teams since being shown them or told about them at school.</li> </ul>	•
To reach platinum on the School Games Mark	<ul> <li>The award is judged on the following areas:</li> <li>Participation - how many young people at your school are being engaged in sporting activity?</li> <li>Competition - how many different sports are being played and how many competitions are being entered?</li> <li>Workforce - how many pupils are involved in leadership activities alongside taking part in competitions?</li> <li>Clubs - how many local links does your school have with clubs or establishments from the area?</li> </ul>	Platinum status achieved for 2021-22. All criteria met.	To maintain our Platinum status













Signed off by:		
Head Teacher:	Charlie Lindsay	
Date:	July 2022	
Subject Leader:	Luke Davies	
Date:	July 2022	
Governor:	Jackson Forrester	
Date:	July 2022	











