



Primary PE and Sports Premium

Key achievements to date until July 2020:

- Existing school staff and partnerships with external agencies including Oldham Sports Development and POGS helped children to develop skills in dance, multi-skills, **football**, **swimming**, cricket, **hockey**, **handball**, **athletics**, rounders, **netball** and dodgeball (Level 1/ **Level 2**) outside of Covid restrictions.
- Children attended off-site tournaments in **handball**, **dodgeball**, **netball**, **athletics**, **football** and **hockey** outside of Covid restrictions.
- Swimming is an important life skill and can encourage a healthy and active lifestyle. In 2019/20 - 100% of year 6 leavers could perform safe-self rescue in different situations. 90% could swim competently, confidently and proficiently over a distance of at least 25 metres, 50% could use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)
- All classes are timetabled 2 hours of PE per week. During Covid restrictions this was continued outside as much as possible. Systems are in place to track children's participation in school sport and games and opportunities are provided to attract less active young people to participate in physical activity. 30% of children were engaged in extracurricular sporting activity every week with 7% of previously non-active children engaging for the first time in 2018/19. After school clubs have not run through Covid.
- Continued investment in the Professional Development of key staff – including specialist coaching working with all staff, release time and cover for attendance on courses, network meetings and sporting events within the local schools' cluster group. PE coordinator has

Areas for further improvement and baseline evidence of need:

- Continue to develop and create new partnerships with external agencies.
- Work with all stakeholders / listen to pupil voice to create a planned calendar of activities that pupils are interested in accessing to promote children's health and wellbeing.
- Activities to develop fine motor skills and master basic movements.
- Continued investment in the Professional Development of key and new staff through whole school training and development of our school PE offer.
- Develop and maintain active links with local community and leisure providers.
- Develop Sports Leaders to increase percentage of children involved in leading, managing and officiating school games activities either during Sports Week or as part of the Sports Leader programme.
- Increase the 'extra-curricular' offer to include a variety of sporting sessions. – Covid restrictions permitting.
- Ensuring that PE is threaded through EY continuous provision.
- Develop outdoor area and offer an improved variety of resources, provision and safe storage to support and enhance the physical wellbeing of pupils, particularly during unstructured times of the day such as lunch and break times with a focus on encouraging pupil's being active.
- Investment in the Professional Development of all staff – including online and/or twilight training from specialist coaches working with

actively engaged with their School Games Organiser by hosting and attending CPD opportunities and workshops.

- Developed and maintained active links with local community and leisure providers
- Provision of a wide variety of resources to support and enhance the physical wellbeing of pupils – Outdoor provision and storage.

all staff, release time and cover for attendance at the above and network meetings within the local schools' cluster group.

- ECSTG has been developing the whole school curriculum over the last academic year and through the next academic year this will continue. PE will be a key focus of the curriculum development with a high level of subject leadership time allocated to the development of the PE curriculum to ensure it is fit for purpose for the pupils at ECSTG and utilises the local area and school grounds.

Did you carry forward an underspend from 2019-20 academic year into the current academic year? NO

Swimming:

<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>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. Please see note above</p>	90%
<p>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</p>	50%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<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>	No

Academic Year: 2020/21	Total fund allocated: £17,910.00	Date Updated: July 2021	
<p>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</p>			<p>Percentage of total allocation:</p> <p>76%</p>

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 support the SEMH needs of pupil within PE lessons enabling them to build confidence and develop relationships with peers.</p> <p>Lunchtime physical activity – opportunities for pupils at lunchtime to engage in supervised physical activity.</p> <p>To ensure that all pupils access quality PE throughout the pandemic within their allocated bubbles.</p>	<ul style="list-style-type: none"> • Additional TA support available in PE lessons alongside the class teacher to enable pupils with SEMH needs to access and engage in PE effectively along with their peers thereby building their confidence and self esteem. • Specific equipment purchased for lunchtimes – replenishable and easily cleaned during the Covid-19 pandemic. • Daily TA led sports activity in KS1 and KS2 – planning time allocated for TA. • Increased equipment over and above the usual school equipment to ensure every ‘bubble’ has continued access to PE equipment throughout the pandemic. 	<p>£8,560.00 (16 hrs a week x TA salary)</p> <p>£6,374 (6 hours a week x 2Tas)</p> <p>£384</p>	<p>Pupils with SEMH needs evidence:</p> <ul style="list-style-type: none"> • Improved mental wellbeing • Increase in skill level • Improved peer relationships • Greater involvement in lessons <p>Pupils engage in a greater level of physical exercise outside of PE lessons thereby increasing their fitness level. Positive impact on peer relationships.</p> <p>All pupils were able to engage in PE when in school. This increased the level of active hours we were able to maintain outdoors.</p>	<p>Increased confidence is evidencing greater positive behaviour from challenging pupils. This is enabling them to begin to engage in PE with less interaction from the supporting adult.</p> <p>TA to support the training of welfare staff to enable them to lead activities.</p> <p>This was due to the challenging situation schools found themselves in during Covid and was a one off purchase.</p>

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	
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:

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				19%
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 develop the PE curriculum in school to bring it in line with the high quality teaching of other subject areas.</p> <p>Staff able to use the new scheme effectively to deliver quality PE provision.</p>	<ul style="list-style-type: none"> • Purchase “REAL’ PE curriculum – this comes highly recommended by other schools and will support teachers in offering high quality and sustainable PE lessons to pupils. • Subject ‘Team’ Meetings and leadership release time to develop the holistic approach to PE across the school. • Whole staff CPD – Understanding the ‘REAL’ PE programme of study/how to use it/what are the benefits of the programme for pupils etc. Specific twilight training sessions linked to the programme of study. 	<p>£2,290.00</p> <p>£1,108 (39hrs of leadership time)</p> <p>3 x staff meetings 2 twilight sessions</p>	<ul style="list-style-type: none"> • PE lessons observed meet teaching standards to at least ‘good’. • Whole school documentation in place for a fully comprehensive PE curriculum. • Assessment in place to track pupil progress within PE. • PE lessons observed meet teaching standards to at least ‘good’. 	<p>One off purchase of scheme.</p> <p>Continuation of subject leader release to ensure quality of PE across school and continue to develop staff skills.</p> <p>To be carried forward into the academic year 2021/22</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation:</p>
				<p>5%</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>

Initial purchase of resources for the new PE scheme – over and above the allocated funding in the school budget.	Purchase equipment linked to PE units for REAL PE	£936	Effective lessons – enough equipment for the lessons to run as planned in REAL PE.	One off purchases.
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Key indicator 5: Increased participation in competitive sport				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:

Signed off by	
Head Teacher:	R. Ross
Date:	July 2021
Subject Leader:	N Lord

Date:	July 2021
Governor:	D Holt
Date:	July 2021