



Otle All Saints - Evidence of impact on Primary PE

PE & Sports Premium Statement

Last updated: 5th July 2021

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> ● The continuation of KS1 & KS2 girls' football club run by the FA Girls' Football Centre, led by LUFC Foundation called SSE Wildcats in order to raise the profile of Girls' football in KS1 & KS2 and create more clubs for KS1. ● An additional LUFC-run football club for children in Year 1, Year and Year 6. ● Continuation of Yoga for Nursery & Reception children. Two teachers have completed a Yoga course for delivering Yoga in school, which has already had a positive impact on the quality of Yoga that the Nursery and Year 2 children get. ● Otle All Saints children have continued to take part in a range of virtual competitions organised by Leeds North West School Partnership. ● Continuation of the delivery of the real PE curriculum along with its aims and principles along with the new addition of real Dance. ● Increased coaching opportunities for classes and CPD for staff (led by Kanga Sports & Katy Fenton-Green) so that the skills of teachers are improved and children enjoy participating in sport (rugby, football, skipping, basketball, netball, multi-skills, cricket, tennis). Basketball has now been included in the Year 6 scheme of work for P.E. ● All children are beginning to be more active for 30 mins a day (at least). Staff are increasingly building in more active learning within classroom teaching time. ● All children are having more of a positive attitude towards PE and continue to grow in strength and confidence ● Fine and gross motor skills continued to be developed for children in Nursery & Reception with the investment in resources for the outdoor area. ● Addition of cross-curricular orienteering to promote physical activity. 	<ul style="list-style-type: none"> ● Continue to work closely with Nicky Wilce and LUFC Foundation with extra-curricular opportunities. ● Continue to provide daily additional opportunities for 'Active 30'. Provide staff with more resources to help support and build in more active teaching & learning. ● Continue to bring in sports specialists to increase the profile of sport to appeal to a wider range of pupils. ● Continue to ensure all pupils are offered an opportunity to participate in competitive sports tournaments. Offer further training/CPD opportunities to up skill teaching staff. ● Continue to improve/replenish equipment/resources to enhance the effective teaching of P.E. ● Timetable more extra-curricular sporting clubs before & after school. ● Create a clubs overview for parents to provide information as to which clubs children can take part in across the year, when not under Covid restrictions. ● Develop cross-curricular orienteering in school.

There was no underspend from 2019-20 carried forward into the current academic year.



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? <i>N.B. Even though your children may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2021. %</i>	88%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	79%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	65%
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?	No

Academic Year: 2021/21	Total fund carried over: £0	Date Updated: July 2021 (£17,820 allocated)
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Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: 42%
Intent What do we want the pupils to know and be able to do	Implementation Make sure your actions to achieve are linked to your intentions	Cost Funding allocated	Impact Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability Suggested next steps
Increase physical activity in children across the school day.	Purchase additional online resources to be used by members of staff: <ul style="list-style-type: none"> - Go Noodle - iMoves Many other websites include physical active breaks. Year 6 have also used the 'Udoitdance Foundation' to build in additional dance breaks in the day.	n/a	Most children have participated in a form of weekly physical activity during lunchtimes and playtimes. Children are more active in lessons through informal observations (JD to carry out).	Continue to promote resources and outdoor learning opportunities across the school.
Promote a love and understanding of orienteering in school.	Purchase a cross-curricular orienteering pack called 'Cross-curricular orienteering'. Created by teachers, <i>Cross-Curricular Orienteering</i> will help the school to unlock an active learning world where children practise their skills in any subject area whilst on the move.	£1878.00	So far, the children have enjoyed Cross-Curricular Orienteering and it has supported their wellbeing. The Y6 children have had more opportunities to be physically active whilst consolidating learning effectively. Because this resource was purchased in May, training to staff hasn't been provided yet so evidence of impact on other children in school is hard to evidence.	Train staff in how to use the scheme to enhance teaching and learning and embed learning. Help to promote the PTA Orienteering event in the future. Continue to ensure orienteering is an activity for Year 6 children when they go to Winmarleigh.
Increase the extra-curricular sports offered to promote engagement in healthy lifestyle activities (including football, basketball, multi-skills, judo, yoga, skipping) and enhance resources to promote engagement and enjoyment.	Set up more KS1 clubs as a result of Parents' survey. Monitor and evaluate the number of pupils from KS1 and KS2 who take part in extracurricular sports and identify most popular. Work with LUFC to set up additional football clubs for KS1 & KS2.	Wildcats/LUFC-parent payments towards cost of coaches and use of the hall.	Due to COVID-19, we have been very limited with how clubs can be run. Having only individual year groups has caused some difficulties. Furthermore, due to the disruptions over the past year, links have been lost with basketball and tennis coaches due to changes in work commitments. However, every year group (Year 1 - Year 6) has had the opportunity to join a sports club after school, which has been either Sensible Soccer with Nicky Wilce, Wildcats Girls' football or LUFC football club on a Monday. This has helped to develop not only skills in football, but enjoyment for the game. The limitations of coaches and availability has meant that the offer of extra-curricular sports clubs have been limited to football.	Continue to keep track on children who attend promote engagement and take up of clubs. Continue to monitor equipment and quality of resources across school. Continue to organise additional sporting sessions for different year groups across the year. This was intentional before COVID-19 so this is still an action point for next year. Continue to look at new coaching companies to deliver after-school provision.

Purchase resources as well to support the delivery of high-quality P.E provision.	Purchase various equipment to enhance resources in school and support the PE curriculum for all year groups. This year, these include the following: <ul style="list-style-type: none"> ● new basketball posts (KS2) ● lower shooting posts (KS1) ● lacrosse set (Year 6) ● playtime equipment for individual year groups ● yoga mats (Nursery & Recep) ● playballs (Year 2) ● Wormy play tunnel & bamboo balance path (Nursery & Rec) ● new footballs for after-school LUFC football clubs (Year 1, Year 2, Year 3, Year 6) ● new mats for P.E in the hall ● swimming resources (Year 3) ● outdoor storage and equipment for before and after-school clubs (all year groups involved) ● football goals 	Monday LUFC club - parent payments towards cost. TA (support staff) to support coach: £127.79 Total cost of all equipment & resources: £4,467.91	Due to the demand for Year 1 and Year 2 football with the coach from LUFC, additional TA support needed to be arranged in order to allow as many children as possible to be part of the club. Jo Walker and subsequently Chantelle Lunn have provided valuable support in session and helped to develop children's individual skills in football.	Create an overview of the year for parents & carers in order to show what opportunities there are for children across the year.
Incorporate Sustrans Big Pedal week to promote walking, cycling or scooting to school.	Sign the school up to Sustrans Big Pedal and commit to 5 days. Contact parents via newsletter and School Council to talk to classes about the initiative. Discussions to take place in class to encourage children/families to travel to school by walking, cycling or scooting.	n/a	Many of our families and staff members changed their travel habits to make sure that car use was reduced. In total, we made a total of 1,061 journeys by foot, bike or scooter over the course of the week. Despite only taking part for one week out of the two available, our school came 35th among competing schools in the Yorkshire and Humber region, and 348th nationally.	Take part next year but perhaps for 10 days.
Enhance playground resources to promote participation.	Purchase sets of playtime equipment for classes to use in their bubbles. Re-paint playground markings.	£1000 Playtime equipment cost built in within the total cost for resources.	Markings have encouraged children to use them more frequently. When playing team games, the children/staff are able to see clear lines, thus helping with decision making when playing a game. New resources, such as basketball posts and low-level ntes for the younger children, have invigorated the variety of games that are available for children to play during break times.	Should 'bubbles' continue, ensure opportunities are given to staff to purchase equipment as and when is needed. Matthew Webster to continue to help and support monitoring and auditing of equipment.
TOTAL: £7473.70				

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				Percentage of total allocation: 7%
Intent What do we want the pupils to know and be able to do	Implementation Make sure your actions to achieve are linked to your intentions	Cost Funding allocated	Impact Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability Suggested next steps
Raise the importance of sporting achievements inside and outside school and celebrate achievements.	The Inclusive Health Check has been completed.	n/a	Due to Covid, there haven't been opportunities for children to share sporting achievements across the school, although any achievements may have been shared in classes. Home achievements during lockdown have also been shared within classes, giving children a continued sense of pride.	Re-engage with local schools games organiser (Natalie Robinson), for Leeds North West once restrictions have been lifted and monitor sporting opportunities on offer. Continue to build in celebration assemblies and share sporting successes on the school newsletter and website. Develop the P.E display board in the hall to include photos of children's successes in sport either in or out of school along with notices about matches/clubs/results.
Ensure there are opportunities for children to take part in out-of-school competitions locally and to have the opportunity to represent their school in a sporting context	We are registered on www.activeschoolplanner.org . Due to national restrictions/Covid, there haven't been opportunities for children to be part of additional sporting opportunities.		Coordinate after school activities to make sure we have the resources and space. Adele Maher was due to start a KS1 Yoga club again but changes in work commitments prevented this from happening. Wildcats football, Sensible Soccer and LUFc football has been taking place for a range of year groups from Year 1- Year 6.	Continue to challenge the quality of PE and games lessons as part of PE leadership. JD to continue to carry out learning walks with a focus on PE/Games and monitor provision. Continue to report back to staff updates/new resources/initiatives and work closely with Nicky Wilce to oversee KS2 PE delivery.
Maintain high quality subject leadership of PE and continue to be informed on current updates and trends.	Continue to subscribe to Active Schools+ and attend area meetings to remain informed about how best to promote sport in school. Subscribe to the Leeds Schools Sports Association in order to keep informed about out-of-school competitions. Attend P.E subject leaders' meetings via Zoom.	£1280	Subscribing to the Active Schools+ Leeds SLA ensures opportunities to events and festivals around Leeds, providing children with sporting opportunities. Access to TWO x 90 minute support meetings for specialist physical activity, physical education and school sports advice to help support PE leader (JD) in continuing to be effective in subject leadership. Meetings this year have given the opportunities to share good practice and ideas for home learning.	Continue to attend virtual P.E subject leader meetings.
TOTAL: £1280.00				

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 51%
Intent What do we want the pupils to know and be able to do	Implementation Make sure your actions to achieve are linked to your intentions	Cost Funding allocated	Impact Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability Suggested next steps
Children receive high quality differentiated lessons which support the development of their skills level.	Provide all staff with a review of the PE schemes of work we are currently working from and the long-term plan. JD to work with Nicky Wilce to ensure key sports are also being taught across the year and are adapted in-line with Covid-restrictions.	n/a	PE subject leader knows and understands the principles of real PE and knows how to use 'Jasmine' (online learning portal for real PE). Teachers are confident with also using real Dance, which was new on the platform at the end of 2020. As a result, more children are engaging with dance.	Whilst the funding continues, at least one teacher per term will access CPD opportunities. Continued reviewing of the PE curriculum will take place and detailed progression of skills ladders to be produced in conjunction with Nicky Wilce.
Staff feel upskilled and more confident in differentiating through real PE and teaching other sporting units including using resources to support the teaching of real PE, real Gym and real Dance.	Continue to subscribe to Jasmine - the online learning portal for real PE, real Dance and real Gym. JD to continue to support staff on how to use the portal to support teaching and learning in real PE, real Dance and real Gym.	£594		CPD needs for 2021/22 to be addressed by the PE subject leader, including time to further familiarise with real Dance. This will lead to sustainability as all staff will be supported to feel confident to deliver PE and Sport both within and outside the curriculum.
Specialist coaches to teach model lessons in a range of sports, observed by teachers for CPD purposes.	Work with the PE staff at PHGS (KF-G) with KF-G delivering PE sessions for teachers to watch and receive planning in order to further deliver high-quality structured PE. CPD to be provided for all KS1 and KS2 classes by Kanga Sports by delivering 6-week units.	Kanga - £2665 KF-G- £4937	Staff confidence increased with new ideas for lesson planning. CPD through Katy and Kanga Sports has now been provided to all KS1 and KS2 teachers. Teachers have particularly felt that Kanga Sports CPD has been highly effective with the sharing of planning and teachers delivering parts of P.E lessons as the unit progresses.	Katy Fenton-Green to continue delivering PE to each class for half a term in the next academic year. Katy also to provide planning to aid sustainability. Kanga Sports will no longer be needed but may be used in the future on an ad-hoc basis.
TOTAL: £8196.00				

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 0%
Intent What do we want the pupils to know and be able to do	Implementation Make sure your actions to achieve are linked to your intentions	Cost Funding allocated	Impact Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability Suggested next steps
PE and sport curriculum is broad, balanced, diverse, going beyond National Curriculum expectations.	Feed more enrichment activities into the current curriculum e.g. cricket, tennis, basketball to give children regular access to a broad range of sports.	n/a	A number of taster sessions weren't able to go ahead due to COVID-19.	Provide a dinner time inter-house hockey competition. In the summer ask sports leaders to run a dinner time hockey competition on the field. Endeavour to make links with local sports providers once restrictions have lifted. Increase the number of children engaged with these clubs after school.
Continue to offer a wider range of activities both within and outside the curriculum to get more pupils involved. Pupils to have access to a range of taster sessions to learn new sports	Continue provision for Yoga in Nursery and Reception.	n/a	Children have demonstrated increased concentration, attention, attentive listening and responding. They have been absorbed in the stories, developing a deeper understanding of plots and characters. They have responded to the movements and poses with amazing flexibility. Jill reports that the yoga sessions have been one of the most successful activities they have ever done in nursery. The children love Wednesday mornings and the parents have responded overwhelmingly positively to the photos and videos shared by staff. Reception children are also gaining skills from yoga.	Create an after-school Yoga club for KS1 to possibly be run by a TA.
TOTAL: £0				

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 0%
Intent What do we want the pupils to know and be able to do	Implementation Make sure your actions to achieve are linked to your intentions	Cost Funding allocated	Impact Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability Suggested next steps
Increase the participation on an individual and on a whole school basis for competitive sports within school and outside of school.	Continue with the school's Sports day format under any potential COVID restrictions. To increase the number of local cluster events entered and increase the percentage of children involved in Leeds North West cluster events and city wide events;transport costs to central venues.	n/a n/a	Tournament schedule created for the year. Year groups entered for as many events as possible and that fit in with the school calendar	Area sport coordinator to continue to create fixtures. PE subject leader to re-enter all the events taken part in, this year along with any that were missed or weren't able to happen due to COVID-19.
Ensure every child from Y1-6 is offered, and timetabled, to take part in a competitive sport, accompanied by appropriate staff.	Ensure all year groups are involved in at least one of the School Games events put on by the Leeds North West cluster and further involvement in city-wide competitions.	n/a	Due to COVID-19, All Saints didn't take part in as many cross-school events across Leeds North West or Leeds as originally planned. As a school, we have taken part in some 'virtual events', including School Games week in March and 'Skip to Summer' school challenge. These have helped to promote children's abilities and confidence in setting and achieving their own personal challenges for themselves, which has had an impact on their own attitudes.	
TOTAL: £0				

Signed off by	
Head Teacher:	Ian Thomson-Smith
Date:	22/07/21
Subject Leader:	Jessica Dales
Date:	06/07/21
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Date:	07/07/21