

# PE, School Sport and Physical Activity at Lakeside Primary Academy. 2020-2021



Under the [Quality of Education criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school's budget should fund these.

Please visit [gov.uk](http://gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils' PE and sport participation and attainment by the end of the summer term or by **31<sup>st</sup> July 2021** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement. N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<p>-Two PE lessons scheduled per week.</p> <p>-After school clubs offered to all year groups.</p> <p>-We have been awarded the Gold School Games Mark.</p> <p>- During lockdown the staff promoted participation in the North Yorkshire School Sport Virtual challenges. Five children from our school won within their categories. Staff from school won three categories also!</p> <p>-During lockdown, we competed in various National Cricket Week challenges. Our efforts were recognised by Chance to Shine who rewarded us with a Q&amp;A session with England fast bowler Mark Wood and England female cricket captain Heather Knight. This high profile engagement prompted much interest and many questions about cricket and international sport from the children.</p> <p>- The PE curriculum was fully adapted in 2020-2021 to accommodate all Covid related restrictions that limited hall use and equipment sharing.</p> <p>-Every child at school competed at Level 2 for competitions by representing our school.</p> <p>- Initiatives for Level 1 competition included, Laps to Lapland, Travel to Tokyo and completing Strava Art.</p> <p>-School grounds have new orienteering markers fixed.</p>	<ul style="list-style-type: none"> <li>● To complete a PE audit to identify areas of need and development within PE.</li> <li>● To create a long term plan committed to ensuring staff CPD to ensure high quality PE is being delivered and therefore ensure sustainability of the subject.</li> <li>● To use ICT to support CPD opportunities throughout the school.</li> <li>● To implement a system of recording evidence and therefore demonstrating progress throughout the school within PE.</li> <li>● To continue to work with the local schools sports partnership and identify key groups of children who would benefit from tailored clubs.</li> </ul>

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

**Total amount carried over from 2019/20**

**+ Total amount carried over from 2020/21**

**£0 + £4,151= Total carry over to 2021/22**

<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><b>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</b></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><b>N.B.</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>	64%
<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>	69%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<b>78%</b>
<p>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?</p>	No

<b>Academic Year: 2020-21</b>	<b>Total fund allocated - £18.340</b>	<b>Date Updated: 15/07/21</b>		
<b>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</b>				Percentage of total allocation: 28.18%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
Point 1 - Due to lockdown and a rise in children being less active due to computer devices, we want all early years children and year one to practise gross motor skills and fundamental movements.	Point 1 - Scrap Shed purchased to provide a range of recycled outdoor resources that provide the children in Early years and year one with open ended opportunities to use their imaginations whilst improving their gross motor skills.	£2500	Point 1 - EYFS children thoroughly enjoy use of Scrap Shed resources and spend much of their time outside lifting, carrying and moving creatively with the open ended resources. Pupil voice: ‘I love Scrap Shed because we can make different stuff.’ George. ‘Look how strong I am!’ Ermos, lifting large reels. ‘Let’s roll down the hill on the rolling thing again...it’s so much fun!’ Coral ‘Due to bubbles bursting in October, year one children did not get the opportunity to explore the resources.	Point 1 - We are continuing with Scrap Shed as we have signed up for three years. We are committed to improving all children’s fundamental movement skills, that in turn will help improve their fine motor skills. All resources are recycled and therefore limit waste.
Point 2 - Due to lockdown and isolation cases we became concerned that children were not accessing their PE curriculum at home.	Point 2 - I created a set of remote learning slides that were sent by class teacher to every child. The slides were linked to the sports and	Free	Point 2 - As a result of the slides, children were able to remain connected with their peers and to continue practising the skills they needed for the sport they	Point 2 - Hopefully we will not need these slides again as we like to hope lockdowns are a thing of the past! However, it

<p>Point 3 - Due to covid restrictions we discovered that we lacked sports equipment for lessons as we did not have enough to share around the bubbles. Cleaning equipment in between each use became unmanageable.</p>	<p>skills they would be covering if in school. They included purpose, warm ups and drills that used either no equipment or objects they could find in the home.</p> <p>Point 3 - More sports equipment purchased so we could continue to deliver the lessons we wanted to but in a safe way that followed our schools risk assessment and avoided sharing equipment between bubbles.</p>	<p>£922</p>	<p>were focusing on at school. Staff appreciated having the slides done and found the skills and drills useful to add into their own lessons for future use.</p> <p>Point 3 - As a result of more equipment being purchased, PE lessons were able to continue through the pandemic within school, therefore reducing the chances of transmission of the virus.</p>	<p>has proved that we are able to continue our learning even at home.</p> <p>Point 3 -Equipment that was old could be thrown away and replaced by this new equipment and PE resources will always be useful for future use.</p>
<p>Point 4 - Playground equipment needed for all bubbles to keep children active during playtimes.</p>	<p>Point 4 - We purchased more playground equipment to keep all children active during playtimes within their bubbles.</p>	<p>£1746</p>	<p>Point 4 - This new equipment meant that every class in school had access to their own equipment at playtimes. They are kept in a class box and are pulled out every playtime.</p> <p>We have had a very positive response from the children.</p> <p>“It’s really good, especially this (ball through hoop.) I’ve made up my own rules for it.” Joshua, Year 5.</p> <p>“It’s really fun...So you have to move around and catch the ball... It’s so good.” Lewis, Year 2</p> <p>“The dodgeballs are amazing and the best out of all of them...It’s really fun because you can do other things with them, not just dodgeball.” Ameli, Year 5</p>	<p>Point 4 - The playground equipment will be continually used moving forward and will be collected together when we can remove the bubble system.</p>

<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: 11.69%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
Point 1 - To remind children about the importance of sport for our bodies and our minds and how it can develop us as a whole individual rather than just about 'winning' and 'losing.'	Point 1 - Slides created and sent to all children about 'Growth Mindset' and how to see sport as an opportunity to build resilience and self-belief. An assembly was also held to reinforce the benefits of PE and physical exercise, such as respect, sportsmanship, teamwork and problem solving. Movement breaks collated and distributed to whole school to demonstrate the importance of movement throughout the day.	Free	All children took part in the school cross country and showed great resilience and attitude for completing it. Teachers who used movement breaks found that children were more engaged after a movement break rather than without one.	Slides to be redistributed at the beginning of next year to remind the importance of them and to try and push for active lessons within the SDP for the future.
Point 2 - Poor weather and unavailability of the hall due to Covid restrictions meant that staff were delivering all PE lessons outside.	Point 2 - To act as good role models and promote a sporting ethos for our school. School jackets and	£1844	Point 2 - All staff now wear PE hoodies and coats when on PE days and act as	Point 2 - This clothing will be used in years to come and staff

<p>Point 3 - To promote National School Sports Week 2021 and raise the profile of PESSPA across the school.</p> <p>Point 4 - Year 6 children leaving school and activities of what to do as a treat for them being discussed.</p>	<p>hoodies were purchased for staff.</p> <p>Point 3 - We promoted National School Sports Week with the theme 'Together Again.' Activities were created and shared throughout the week with daily challenges that involved team-building and cooperation. Activities were promoted on Twitter and shared with parents.</p> <p>Point 4 - We encouraged an active option to be included as 'a treat' rather than something where the children were not moving, such as watching a film. We decided to offer the children 'Foot Golf'</p>	<p>Free</p> <p>£300</p>	<p>positive role models for sports. All PE lessons were taught outdoors from Years 1 to 6.</p> <p>Point 3 - The children really enjoyed the activities and it provided a great opportunity to celebrate being together again. "My best activity was when we had a blindfold on and we had to make animal noises... It was funny! Isabella, Year 3 My best one was running up and down (relays)... My team won because we were fast!" Jackson, Reception.</p> <p>Point 4 -By choosing an active treat as a reward for the Year 6 children we are promoting active activities rather than non-active. This gives the children the opportunity to try something they might not have had the opportunity to try before.</p>	<p>will continue to be seen as good role models and enable all lessons to be taught outside whenever required.</p> <p>Point 3 - To continue promoting sports initiatives that promote being active</p> <p>Point 4 - We will continue to look into more active options when discussing treats and rewards for children in the future to embed a culture of activity and healthy life choices.</p>
---	---	-------------------------	---	--



--	--	--	--	--

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				22.38%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
Point 1 - To identify the areas in which teaching staff felt less confident.	Point 1 - Questionnaire sent to all staff.	Free	Point 1 - By identifying the areas in which teaching staff feel less confident we can adapt the future CPD plan to fit in with this.	Point 1 -CPD long term plan to be created where we can target areas identified.
Point 2 - PE lead and sports coach to gain more training on the roles they are responsible for.	Point 2 - J Hadfield and L Clark to receive Level 5 PE specialism training. J.Hadfield to receive Level 6 PE specialism training.	£2300	Both members of staff have felt the Level 5 course to be very useful and have created units of work that they have worked through and evaluated. J Hadfield has just started work on Level 6 course and plans to audit and create a strategy for improving PE within school will be introduced.	Point 2 - Knowledge that has been acquired by attending courses will prove to be invaluable. Level 6 work will endeavour to make changes to PE moving forward.
Point 3 - To educate and broaden knowledge within PE.	Point 3 - J Hadfield has attended three virtual courses 'Active Phonics' and two held by 'Beyond the Physical.'	Free	Lots of ideas shared to use within class. One idea was shared on Twitter. Book of active phonics ideas available to all staff. During staff meetings, J Hadfield fed back findings from courses to	Point 3 - Future courses to be attended by J Hadfield and other members of staff.

<p>Point4 - After attending Level 5 course, importance of orienteering discussed. We decided we wanted the first half term of next academic year to be orienteering.</p>	<p>Point 4 - We arranged for orienteering training for all staff. We had school professionally mapped out and virtual training included active phonics, outdoor learning and active science resources. We were also given compasses and markers to put up.</p>	<p>£1350</p>	<p>other members of staff.</p> <p>The training was only done at the end of year so we are yet to see the impact but the teaching staff who attended the training commented on how useful the training was.</p>	<p>The books that accompanied the training for outdoor learning, science learning and active phonics will be a very useful resource for staff moving forward and into the future</p>
<p>Point 5 - After a brief audit about PE planning in school it was discovered that members of staff were not following a systematic approach to teaching PE.</p>	<p>Point 5 - After discussions with other schools and looking into options available to us, we decided to purchase PE Hub. This is an online planning tool that gives ideas and shows progress through all elements of PE</p>	<p>£455</p>	<p>Point 5 - We purchased PE Hub later in the year and already have had good feedback from members of staff. They like having it as a means for refederal so that progression continues throughout the school. During the PE staff meeting it was made very clear that this scheme must not be taken off the shelf, staff have to tweak and apply to their own class.</p>	<p>Point 5 - Moving forward this will help staff focus and give direction for PE lessons in the future.</p>

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				1.90%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
Point 1 - During National School Sport Week we wanted to give the children an opportunity to try something different that was still allowed under the Covid restrictions.	Point 1 - We got the Speed Kix radar gun challenge into school for children to have a go at. They kicked the ball and the radar gun measured the speed of the ball.	£350	This activity really ignited children's interests and proved to be an excellent way to unify everyone after a very difficult year.	Future activities considered to ignite interests.

--	--	--	--	--

<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				13.20%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
Point 1 - To get every child in school to participate in Level 2 competition (against other schools)	Point 1 - We held a whole school cross country where all results were collated and finishing results were sent to local SSCO's with finishing times.	Free	All children in school engaged in competitive activity at Level 1 (intra school) then as results were sent in to central place it enabled all children to be competing against other schools also (Level 2 competition). Pupil voice: Austin - "Wow, because I have never actually run that far and that fast. I feel like I did really really well. " Sam - "I feel proud because I didn't expect to come in third place."	To make this event a yearly feature on the calendar. Signpost children to local athletic clubs.
Point 2 - To take part in a range of sports against other schools.	Point 2 - Buy into York School Sport Partnership to compete with other schools for a variety of sports.	£422	Point 2 - Children compete against other schools within York (virtually this year) One child girl from Year 2 won the York area and came third within North Yorkshire for Ultimate Warrior competition. Two boys from Year 2 came	Point 2 - Continue to be part of York School Sport Partnership with opportunities to compete against other schools within York

Point 3 - To provide after school clubs and attend sports fixtures.	Point 3 - Sports coach paid to run after school clubs and attend sporting fixtures after school.	£2000	second in York area.  Point 3 - Due to bubble restrictions, we had to be creative with after school clubs. We were able to offer every year group within school the opportunity to attend an after school sport club with the sports coach.	Point 3- Continue to offer a range of after school clubs and attend fixtures throughout the year.
---	--	-------	---	---

Signed off by	
Head Teacher:	Helen Hayes-Smith
Date:	22/07/21
Subject Leader:	Jenni Hadfield
Date:	22/07/21
Governor:	Mike Coles
Date:	