



# Shinewater Primary and Nursery Physical Education and Sport Premium Report 2019-2020

## *'Evidencing Impact and Accountability'*

### What is the Sports Premium?

The government is providing funding to maintained primary schools and academies that is specifically targeted at improving the provision of physical education (PE) and sport.

Schools must spend the sports funding on improving their provision of PE and sport for the benefit of primary-aged pupils so that they develop healthy lifestyles. Schools have the freedom to choose how they do this but the impact should:

- ✓ develop or add to the PE and sport activities that your school already offers;
- ✓ build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

There are 5 key indicators that schools should expect to see improvement across:

- ✓ the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school;
- ✓ the profile of PE and sport is raised across the school as a tool for whole-school improvement;
- ✓ increased confidence, knowledge and skills of all staff in teaching PE and sport;
- ✓ broader experience of a range of sports and activities offered to all pupils;
- ✓ increased participation in competitive sport

As a result of this and previous Sport Premium funding, Physical Education is now a key strength at Shinewater Primary School. Significant improvements have been made in the quality of the school's physical education curriculum. In addition, the employment of a PE Specialist Teacher has supported teachers to develop their own good PE knowledge. Teachers have stated that they feel more confident with teaching PE and their knowledge and enthusiasm has increased. We continue to refresh our PE and sporting equipment and have been able to take part in a variety of new sports and activities thanks to this funding.

We are proud of our achievements in PE since becoming part of Swale Academies Trust. School sport has been re-energised, with a focus on fitness and wellbeing. Pupils, and parents have commented on the excitement and enthusiasm children at Shinewater have for sport, and we will continue to let this thrive in the upcoming academic year. The benefits, including the promotion of pupils' health and well-being, through outdoor learning. This could not have been done without this additional Sports Premium funding and we look forward to building upon our strong foundations.

### Primary PE Sports Grant Awarded

Number of pupils on roll EYFS-6	370
Basic Grant including additional amounts per pupil on roll	£19 370
Total grant to be received over year	£19 370

### School Aims for the Spending of the Sport Premium Grant

1. To engage pupils in regular physical activity.
2. To raise the profile of PE and sport.
3. To increase confidence, knowledge and skills of all staff in teaching PE and Sport.
4. To provide a broader experience of a range of sports and activities offered to all pupils.
5. To increase participation in competitive sport.
6. To promote healthy living.



## Shinewater Primary and Nursery Physical Education and Sport Premium Report 2019-2020

### ‘Evidencing Impact and Accountability’

Key Achievements To Date:	Areas for Further Improvement and Baseline Evidence of Need:
<ul style="list-style-type: none"> <li>● Specialist PE Lead delivers a range of sports lessons for all pupils thereby raising the profile of PE and Sport across the school.</li> <li>● The current NQT is an additional sports specialist teacher.</li> <li>● Outdoor learning provision is outstanding-pupils developing a passion for being outdoors.</li> <li>● Vulnerable groups bespoke sports and social skills sessions</li> <li>● Links established with university PE departments.</li> <li>● Scholarship programme for PE and Creative Arts- strong links with secondary providers</li> <li>● Increase in variety of extra-curricular clubs including Boxercise for whole families.</li> <li>● O-Track now used consistently across the school to assess outcomes in PE</li> <li>● Higher percentage of children achieving 25m swimming proficiency in swimming at the end of KS2 (see table below)</li> <li>● Increased attendance at inter school competitions particularly football.</li> <li>● Non-participants and ‘inactive’ children are identified and targeted to increase participation in regular sporting activity and competitions.</li> <li>● Gymnastics and Dance CPD developed through external Dance mentor for the University of Brighton.</li> <li>● Host school for the NHS Ready, Steady, Go programme for Shinewater pupils and the wider community.</li> </ul>	<ul style="list-style-type: none"> <li>● % of pupils who can swim 25m at the end of KS2</li> <li>● Increase number of sport related clubs at KS1 and KS2</li> <li>● Develop hub inter school competitions</li> <li>● Woodland Tots-promoting health education before school entry</li> <li>● Increased attendance at interschool and county competitions</li> <li>● Playtime fitness activities need to be enhanced to promote physical fitness.</li> <li>● Daily miles for all pupils to be embedded.</li> <li>● Arts Mark in progress to continue to raise the profile of dance</li> <li>● Revision of PSHE curriculum in line with updated guidance on health and wellbeing</li> <li>● Increase staff confidence with the teaching of dance.</li> <li>● Equip TAs to lead yoga intervention for pupils with SEMH issues.</li> <li>● Llama strolls for staff wellbeing</li> </ul>

Meeting National Curriculum Requirements for Swimming and Water Safety	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	78%
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	78%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	66%
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

At Shinewater Primary and Nursery, we have split the funding by the four key areas for consideration: Physical Education, Health Active Lifestyles and Competitive Sport. We have decided to spend the 2017-18 Sport Premium Grant on the following:



## Shinewater Primary and Nursery Physical Education and Sport Premium Report 2019-2020

### ‘Evidencing Impact and Accountability’

Engagement of All Pupils In Regular Physical Activity					
Chief Medical Officer guidelines recommend that primary school children undertake at least 60 minutes of physical activity a day, of which 30 minutes should be in school.					
Total Funding: £9 150 + cost of PE specialist teacher			% of Total Allocation: 47%		
School Focus	Intended Impact	Actions To Achieve	Cost	Evidence and Impact	Sustainability & Suggested Next Steps
Continue to employ specialist Sports teacher to teach x 0.6 per week to pupils in all year groups	Continued high quality PE lessons encompassing a range of themes including: dance, competitive sport, gymnastics, golf, archery etc.	Continued employment of Competitive Sports Coach.  PE Leads regularly quality assure planning and delivery of competitive sports lessons.	X cost of teacher School Budget	PE lead delivered a variety of high quality lessons in a range of competitive and non competitive sports. This ranged from dance, gymnastics to golf.	Continued high quality PE lessons encompassing a range of themes including: dance, competitive sport, gymnastics, golf, archery etc.
Pay for transport, pool hire and instruction to provide swimming lessons for KS2 pupils and additional swimming lessons for those pupils unable to swim by the end of Year 6.	By the end of Key Stage 2, all pupils achieve age-related expectations in swimming (25m).	Ensure a robust programme of swimming lessons are in place.  Feedback to parents re pupil progress in swimming.	£1 000 per term £6 000	Y4/5/6 had the opportunity to swim at the Sovereign Centre. All pupils showed improvement in their ability to swim however due to covid 19 progress was halted.  Parents were informed about the child's progress.  78% of Year 6 pupils could swim competently, confidently and proficiently over a distance of 25 meters when they left primary school. These pupils were able perform a range of different strokes.  66% of all pupils in Year 6 were able to confidently perform a safe self-rescue.	Aim to set up swimming for as soon as possible in the next academic year. Pool slot to be booked when rules are relaxed re swimming pool access  Teachers to monitor pupils progress as they go each week and report back to PE lead
Continue to promote daily mile.	Children complete daily mile challenge. Children undertake at least 30 minutes of physical activity each day.  Pupils encouraged to participate in short daily exercise sessions at playtimes.  Provision of weekly sports challenges at lunchtimes result in increased participation rates.	Implement and review daily miles system in school including method of recording.  Create pedometer challenge  Track progress of classes around the world  Deliver assembly on daily mile and impact of regular exercise.	£150	Some children have been doing daily mile during playtimes and lunchtimes independently.  Class teachers have been using the daily mile as a brain break throughout the afternoons .  Pedometer challenge not put in place due to Covid 19.	Continue daily mile throughout the year and re-introduce pedometers to raise the profile of physical activity.  Promote pedometer competition between swale hub school.



## Shinewater Primary and Nursery Physical Education and Sport Premium Report 2019-2020

### ‘Evidencing Impact and Accountability’

		Ensure pupils have the option of completing the daily mile at lunchtime.			
Playtimes and lunchtimes increase physical fitness for pupils.	<p>Supervising staff promote and engage with a range of physical experience for pupils.</p> <p>Physical activity/participation in sport increases.</p> <p>Playtime accidents decrease.</p> <p>Behavioural incidents decrease as children improve their social skills through engaging with sport and physical activities.</p>	<p>Audit and review and develop playtime and lunchtime physical activity provision</p> <p>TA INSET session re lunchtime provision.</p> <p>X2 TAs to attend Jenny Mosely training-implement ideas and review impact.</p> <p>X2 pupil voice to collect entry and exit data.</p> <p>X1 gather assembly re physical activity at playtimes.</p> <p>Monitor behaviour and medical records.</p>	£2 000	<p>TAs attended training sessions with PE lead and VW.</p> <p>Assembly was held about looking after equipment and making the most of fitness time.</p> <p>Medical Tracker used and evidenced a lower amount of medical treatment during lunch times and play times.</p> <p>Behavior has improved on the playground. Evidenced through behavioural logs-LGB informed</p> <p>Children begin to be more physically active during playtimes. Mainly during spring and summer months when they can use the field for rounders running and volleyball..</p>	<p>Assembly at the beginning of year on how to make the most of playtime equipment and to introduce new activities.</p> <p>Monitor children doing daily mile during break times and lunch times.</p> <p>Introduce pedometer challenges and set weekly challenges for each KS.</p> <p>Set up an inter school competition between hub/classrooms using pedometers.</p> <p>Increase use of behaviour log monitoring to ensure playtime activities are having high impact.</p> <p>Use a medical tracker to monitor behaviour during break and lunch times.</p>

To Raise the Profile of PE and Sport					
Profile of PE and Sport raised across the school as a tool for whole school improvement.					
Total Funding: £7 000			% of Total Allocation: 36%		
School Focus	Intended Impact	Actions To Achieve	Cost	Evidence and Impact	Sustainability & Suggested Next Steps
Young people from as young as five are able to enjoy the benefits of extra-curricular sport and physical activity.	<p>Wider opportunities for PE sessions and extra-curricular clubs e.g. boxing equipment, fitness resources, dance materials etc.</p> <p>Improved participation in lesson with more equipment available</p>	<p>Analyse number of extra-curricular clubs which involve sports and the age ranges they currently cater for.</p> <p>Extra-curricular clubs on offer to be strategically planned in advance of Spring and Summer Terms to ensure breadth across all age-ranges.</p> <p>Introduce pupil and parent surveys in Terms 2, 4 and 6 about the quality of each sporting club children have participated in.</p>	£4 000	<p>Gymnastics/football/basketball/karate/boxercise clubs were set up for both KS1/KS2.</p> <p>Gymnastics for KS1 was at full capacity 25 pupils attended on a regular basis</p> <p>Football has a girls and a boys team.</p> <p>Both teams trained together and played a range of different games versus other schools.</p>	<p>All clubs resume in september. Letters are ready to go well before the end of each term to ensure the club starts week 1 each term.</p> <p>More diverse clubs to start in september.e.g. SEN focus/specific children.</p> <p>PE teacher to support teaching assistants offering clubs.</p> <p>Contact further external instructors to offer extra club.</p>



## Shinewater Primary and Nursery Physical Education and Sport Premium Report 2019-2020

### ‘Evidencing Impact and Accountability’

		<p>Approach further external instructors in order to increase offer of extra-curricular sporting activities</p> <p>Invest in new equipment to suit the needs of the curriculum and to replenish resources where necessary.</p>		<p>Basketball was well attended, having 15 pupils on a regular basis.</p> <p>Parent survey was going to be introduced in T4 however the school was put on lockdown.</p> <p>Rhino rugby were going to be starting in T4 for reception and KS1</p>	
Further development of gross motor skills in EYFS	<p>Independence, critical thinking and problem solving skills are developed through gross motor activities as evidenced through EYFS tracking systems.</p> <p>Planning in EYFS incorporates use of the large playground to enable greater physical exercise for pupils enabling them to get puffed.</p>	<p>Purchasing of A frames and planks, bikes, trikes, scooters and balance boards.</p> <p>Monitor impact from baseline to EOY outcomes.</p>	£1 000	<p>Workbench was bought to help develop gross motor skills. Hammering nails into blocks practicing hand eye coordination</p> <p>An A frame was bought to help develop problem solving, team building and gross motor skills.</p> <p>Bikes were bought as well to help with developing physical activity as well as gross motor skills. Bkeabilty was also delivered to EYFS pupils.</p> <p>Problem solving activities incorporated into everyday e.g. tower building, plank hopping, team building challenges etc</p> <p>EYFS team monitoring and assessing progress.</p> <p>24% achieving MH at baseline</p> <p>93% achieving MH end of Spring 2</p>	<p>Repeat in 2020/21</p> <p>Increase den making and outdoor learning capacity</p> <p>Continue bikeability for EYFS</p> <p>Provide the children with ideas linked to the text of the week. Encourage teamwork</p> <p>Keep the PE lead up to date with progress using Tapestry and Otrack data/PE lead to increase knowledge of EYFS curriculum development milestones</p> <p>PE to track EYFS data and identify gaps and implement support after assessment</p>
Performing Arts profile is raised in the school e.g. dance	<p>School is accredited with the Arts Mark</p> <p>Creative arts are high profile in the school e.g. dance and drama</p>	<p>Statement of intent is written</p> <p>A values and ethos statement is created to promote arts and culture e.g. dance</p>	£1 000	<p>Statement of intent was written by the Arts team and was sent for approval.</p>	<p>Further develop Arts and Dance links with EA and Causeway</p>



## Shinewater Primary and Nursery Physical Education and Sport Premium Report 2019-2020

### *'Evidencing Impact and Accountability'*

<p>X2 Dance performances per year including dancers from different cultures.</p> <p>X1 dance competition Eastbourne area</p>	<p>Links with outside providers are established e.g. dancers, performers and secondary partners.</p> <p>Pupil/parent voice indicates satisfaction with the provision.</p>	<p>Children are engaged/ provided with a range of dance activities ensuring diversity and equality.</p> <p>Valuable partnerships within the community are established.</p> <p>Statement of impact is written including stakeholder voice.</p>		<p>Dareen from Darren Dance days was booked for Arts week.</p> <p>A different dance was planned for each year group. Dances from Brazil, China, Africa etc. Postponed due to Covid 19</p> <p>Y5/6 participated in a flash dance for Roar for diversity.</p> <p>Dance competition was entered however postponed due to Covid 19. However TA and teacher started the dance and was well received by Head teacher and by pupils</p> <p>x2 teachers attended the Royal opera House dance training and were going to implement a lesson based on Shakespeare's Romeo and Juliet.</p>	<p>Book Darren Day dance to link Diversity through dance project</p> <p>Dance after school club accessible for both KS</p> <p>Competitions etc to be revisited in 2020/21</p>
<p>Swale Scholarship programme for creative arts</p>	<p>Exit data-Pupil/parent voice indicates satisfaction with the provision.</p> <p>Scholarship pathway for transition to secondary school established for pupils potentially achieving grade 8-9 in the performing arts.</p>	<p>Liaison with Swale secondary providers-programme created.</p> <p>Exit data compiled through pupil/parent/staff voice.</p>	<p>£500</p>	<p>Pupils from year 4/5 attended Causeway Sports scholarship.</p> <p>Links with the Head of PE in Causeway are well established however things will resume in September</p>	<p>Continue to liaise with swale Secondary schools in order to further promote scholarship and identify pupils for scholars pathways at the Academy as part of transition to secondary.</p>
<p>Swale Scholarship programme for PE leads</p>	<p>Pupil PE leads provide role models in school.</p> <p>Exit data-Pupil/parent voice indicates satisfaction with the provision.</p> <p>Scholarship pathway for transition to secondary school established for pupils potentially achieving grade 8-9 in the physical education.</p>	<p>Liaison with Swale secondary providers-programme created.</p> <p>Exit data compiled through pupil/parent/staff voice</p>	<p>£500</p>	<p>Pupils from year 4/5 attended Causeway Sports scholarship.</p> <p>All scholars thoroughly enjoyed the experience .</p>	<p>Continue links with causeway and other primary schools in hub to maintain sports scholarship</p> <p>Pupil and parent voice to be completed T3</p>



## Shinewater Primary and Nursery Physical Education and Sport Premium Report 2019-2020

### ‘Evidencing Impact and Accountability’

<b>Increased Confidence, Knowledge and Skills of All Staff In Teaching PE and Sport</b>					
Provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively. Hire qualified sports coaches to work with teachers to enhance or extend current opportunities.					
Total Funding: £600			% of Total Allocation: 3%		
School Focus	Intended Impact	Actions To Achieve	Cost	Evidence and Impact	Sustainability & Suggested Next Steps
CPD on how to teach yoga	Staff access yoga lessons plans. Pupils benefit from yoga/mindfulness activities	PE Lead to purchase yoga materials for a series of sessions to be used as part of PE lessons.  PDM re yoga with all teachers.  TA training session to enable them to lead intervention groups.	£100	Planned for PDM in T4 however due to covid 19 this has been postponed  Staff have access to yoga sessions on the staff drive. Staff have also been doing cosmic yoga which can at times relate to curriculum themes. eg We are Going on a Bear Hunt yoga in EYFS and animal yoga in Y2  Teachers encouraged to use this a brain break	PDM for yoga/CPD access for staff.  Yoga to be linked to Thrive philosophy and wellbeing sessions
CPD for teachers on dance	More confident and competent staff in the teaching of dance.  Increased pupil participation rates in such activities such as dance.  Professional development and training provided by school sports partnerships leads to increased teacher knowledge and understanding.	Link with e.g. The University of Brighton PE depart.  PE students lead sessions modelling to teachers.  Investigate and implement a dance club from an outside provider.	£500	TA led dance club after school in T5 however this has been postponed.  KD and FC took part in a Shakespeare Themed	Dance clubs offered starting September or as close to the start of the term.

<b>Broader Experience Of A Range of Sports and Activities Offered To All Pupils</b>					
Introduce new sports, dance or other activities to encourage more pupils to take up sport and physical activities.					
Total Funding: £2 900 + cost of Outdoor Learning Teacher			% of Total Allocation: 15%		
School Focus	Intended Impact	Actions To Achieve	Cost	Evidence and Impact	Sustainability & Suggested Next Steps
Continue to increase the range of after school sporting club provision.	Increased number of sporting extracurricular clubs at school.  Increased use of specialist sporting facilities to support after school activities.  Increased number of pupils, from all groups, participate in after school clubs.	Analyse number of extra-curricular clubs which involve sports and the age ranges they currently cater for.  Extra-curricular clubs offer to be strategically planned in advance of Spring and Summer Terms to ensure	£500	40% Increase of amount of clubs being offered by PE Lead as well as external clubs  Football, rugby, dance, gymnastics, basketball were all offered in term 1/2/3/4	Develop Timetable ready for september regarding all clubs  All letters to be ready for the first week back in September and clubs to start 2nd week of term.



## Shinewater Primary and Nursery Physical Education and Sport Premium Report 2019-2020

### ‘Evidencing Impact and Accountability’

		<p>breadth across all age-ranges.</p> <p>Introduce pupil and parent surveys in Terms 2, 4 and 6 about the quality of each sporting club children have participated in.</p> <p>Approach further external instructors in order to increase offer of extra-curricular sporting activities</p>		<p>Golf and volleyball club were offered for T5</p> <p>Tennis and golf was offered for T6</p> <p>More external instructors were contacted however due to covid19 these did not go ahead.</p> <p>Brighton University students were planning to come in and run extra clubs for pupils.</p>	<p>Clubs that are more diverse and accessible to the whole school.</p> <p>Running club Walking club</p> <p>Contact external instructors to come in to offer clubs. Rugby, Tennis, Dance, Yoga</p>
<p>Offer further opportunities to children excelling or showing significant talent in certain areas of sport. (Use specialist teachers from University of Brighton)</p>	<p>Children with potential to excel in an area of sport to have extra coaching opportunities from specialist coaches at University of Brighton, dance, football, rugby and athletics.</p>	<p>PE lead teacher to create a list of GT sports pupils.</p> <p>Investigate and promote clubs and providers in the community.</p> <p>Approach further external instructors in order to increase offer of extra-curricular sporting activities</p>	<p>£500 Transport costs</p>	<p>Contact Brighton FC to come in and promote football and the community work they do.</p> <p>Some children accessed East Sussex football trials.</p>	<p>New GT list to be created in September</p>
<p>Offer further opportunities to children from vulnerable groups and those with SEMH issues to use sport to self-regulation and social skills. (Use specialist teachers from University of Brighton)</p>	<p>Leuven scales indicates pupils have made progress with their social and emotional well being</p> <p>Pupils are engaged in sporting activities and are able to work as part of a team</p>	<p>Maintain links with University of Brighton.</p> <p>Implement activities throughout the summer term to support the SEMH pupils. X 1 pm session</p>	<p>£500 Transport costs</p>	<p>Links with Brighton University suspended final 3 terms due to covid 19</p> <p>Planned for PE students to run various clubs including netball.</p>	<p>Set up links with Brighton University again.</p> <p>Teaching and learning and sports links.</p>
<p>Continue to provide extra, additional activities such as outdoor and adventurous activities e.g. Woodland Tots for parents and preschool children/specialist group for pupils with SEMH issues and those at risk of exclusion.</p>	<p>Outdoor and adventurous activities are taught more regularly on school site; and use of the local environment is made.</p> <p>Outdoor and adventurous activities are integral to the school's Physical Education curriculum</p>	<p>Advertise Woodland Tots to parents and community.</p> <p>Re wood chip the area. Complete Leuven scales for identified pupils-measure impact.</p>	<p>Part cost of outdoor learning teacher x3 days per week also from PP budget</p> <p>Wood chips £400</p>	<p>Woodland Tots was offered to parents. However this has been suspended due to covid19</p> <p>Wood chipped all of the outdoor learning area as well as cutting various trees down to create space.</p>	<p>Woodland Tots to be advertised and promoted to all parents and to the wider community.</p> <p>Timetable for Year for outdoor clubs</p>
<p>Continue to resource and develop sensory circuits for pupils with SEMH issues and physical disabilities.</p>	<p>Bespoke resources and equipment have been purchased for identified pupils.</p>	<p>Identify pupils and consider bespoke needs e.g. partially sighted, sensory etc.</p> <p>Purchase relevant equipment.</p>	<p>£1000</p>	<p>TAs taken photos and get some pupil voice</p> <p>Tracking and evaluation</p>	<p>Complete an audit of current children's needs in the school (new pupils to the school) and resources</p>



## Shinewater Primary and Nursery Physical Education and Sport Premium Report 2019-2020

### ‘Evidencing Impact and Accountability’

	Tracking indicates progress and individual needs are well supported.	Layer 2 bridging/impact meetings with SENCo  Provide a range of sporting experience for pupils with SEND e.g. sound tennis		increase of 40% in all clubs.  Race for life organised by LL children	Race for life organised.
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Increased Participation in Competitive Sport					
Total Funding: £1 100			% of Total Allocation: 6%		
School Focus	Intended Impact	Actions To Achieve	Cost	Evidence and Impact	Sustainability & Suggested Next Steps
Continue to increase attendance at local competitions and tournaments with other schools.	Increased attendance at inter-school competitions (Years 3-6), many of which will be leagues (Level 2).	PE Team to identify and list local teams in a range of sports where children showing promise could attend.  Organise additional staff to attend and support (overtime cost after school)	£500 mini bus costs  Staffing £100	Shinewater attended some competitive events however due to covid 19 these had to stop.	Increase in the amount of competitive events attended.  This depends of Gov guidelines  Increase the diversity of events attended.
PE teacher to run competitions and increase pupils' participation in national school games competitions	Increased number of teams and individuals succeeding at the county's School Games Festival. Pupils are encouraged to develop their enjoyment and talent in sport through existing National Governing Bodies' Club and talent pathways (Level 3).  Increased number of talented athletes competing in national multisport event (Level 4).	Additional coaching opportunities for identified pupils from specialist coaches at the University of Brighton (e.g. swimming, football, rugby, athletics).  PE Team to speak with families of pupils showing promise, to join clubs outside of school.	£500 mini bus costs	Inter school competition between Langney and Parklands was due to be organised	PE teacher to run competitions and increase pupils' participation in national school games competitions as well as inter school challenges

Healthy Lifestyle					
Total Funding: £700			% of Total Allocation: %		
School Focus	Intended Impact	Actions To Achieve	Cost	Evidence and Impact	Sustainability & Suggested Next Steps
Learning Lodge pupils to promote and support Race for Life	Pupils develop a sense of achieving in serving others. Money is raised for Cancer research.  Profile of sport is raised as a whole school community linking to a national project.	Marketing Organising Recording and interviewing (link to Careers and Aspiration programme)	£100	Suspended due to covid 19  Race for Life organised for the end of T6.  Pupils at school took part on 16th July and children at home were encouraged to do activities like walking and running at home.	Race for life to be a standing calendar event
Links to NHS- Ready Steady Go programme.	The school promotes health and wellbeing for pupils and	Assembly delivered by NHS providers.	£0	Ready steady go offered in T1/2.	Maintain links with NHS re health and fitness.



## Shinewater Primary and Nursery Physical Education and Sport Premium Report 2019-2020

### *'Evidencing Impact and Accountability'*

	<p>parents through the offer of this provision Obesity levels decrease &amp; wellbeing increases.</p>	<p>Advertising to parents  Continued analysis of school health profile information.</p>		<p>Assembly was delivered by NHS staff and was received by all pupils. The NHS spoke about healthy eating and how to make healthy lifestyle choices. The NHS club was attended by pupils from Shinewater and other schools.</p>	<p>PE teacher to commence playtime fitness sessions</p>
<p>Revision of PSHE curriculum to include a greater focus on health and wellbeing</p>	<p>Pupils are able to articulate how to keep themselves healthy and well.  Teachers are confident to deliver the PSHE/science/PE curriculum without overlaps.</p>	<p>Use of Sex Education forum roadmap  Research DfE guidance as part of the PSHE/ Science/PE teams  Liaise with all stakeholders to collate views  Equip staff re changes and guidance.  Review impact of changes on pupils.</p>	<p>£500 staff release time</p>	<p>RSE policy updated to include new guidelines  Letter sent to parents regarding statutory changes – email set up for response  Virtual PDM in May to show Powerpoint of changes and explanations. Training to follow</p>	<p>Ensure progression of skills are in place across all curriculum areas science/PE/PSHE</p>