

### St Hild's CE Primary School Sports Premium 2021-22

Our Sports Premium allowance for the academic year 2021-22 is **£17,360**. The premium will be used to fund additional and sustainable improvements to the provision of PE and sport to encourage the development of healthy, active lifestyles. The Department for Education's vision for the Primary PE and Sports Premium is that ALL pupils leaving primary school should be physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport. We endeavour to see an improvement against the following 5 key indicators:

KEY INDICATORS				
<b>Indicator 1: the engagement of all pupils in regular physical activity</b> - 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	<b>Indicator 2: the profile of PE and sport is raised</b> across the school as a tool for whole-school improvement	<b>Indicator 3: increased confidence, knowledge and skills of all staff</b> in teaching PE and sport	<b>Indicator 4:</b> broader experience of a <b>range of sports and activities</b> offered to all pupils	<b>Indicator 5:</b> increased <b>participation in competitive sport</b>

Programme or Initiative	KEY INDICATORS					Cost	Impact and Sustainability
	Indicator 1	Indicator 2	Indicator 3	Indicator 4	Indicator 5		
<b>Service Level Agreement with the Durham and Chester-le-Street School Sports Partnership</b> <ul style="list-style-type: none"> <li>• <b>Staff CPD</b> <ul style="list-style-type: none"> <li>- Development of staff expertise and knowledge to enable them to deliver high quality PE lessons and school sport.</li> </ul> </li> </ul>	Y	Y	Y	Y	Y	<b>£7075 (30 points)</b>	Resources have been provided by MCL to support TA delivery of movement interventions to support gross motor development. These have been well received. A staff CPD session for all teaching staff was delivered by JD in July 2022 in response to feedback from staff who identified that gymnastics remains an area of weakness and concerns were expressed. The session was well received and staff confidence increased as a result. Further gymnastics CPD is planned for next academic year and all teachers will work with JD/MCL to deliver a block of gymnastics to their class.
<ul style="list-style-type: none"> <li>• <b>Inter-school competitions and festivals</b> <ul style="list-style-type: none"> <li>- A wide variety of competitions and festivals encouraging participation and excellence in sport.</li> </ul> </li> </ul>	Y	Y		Y	Y	<b>included</b>	We have not attended any festivals this year and have opted for in-school events instead due to difficulties releasing staff and taking classes out of school due to covid
<ul style="list-style-type: none"> <li>• <b>Strategic support for HT and PE Subject Leader</b></li> </ul>		Y	Y			<b>included</b>	Support is available as required from the SSP Team

<ul style="list-style-type: none"> <li>- working with a PE Specialist to strategically plan and ensure that PE, sport and physical activity is high quality and meets the needs of the pupils in the school.</li> </ul>						
<ul style="list-style-type: none"> <li>• <b>Gifted &amp; talented support</b> <ul style="list-style-type: none"> <li>- Opportunities for Year 5 and Year 6 to develop their sporting potential.</li> </ul> </li> </ul>	Y			Y		<b>included</b> 4x Year 6 children have been invited to take part in the G&T programme this year. They all enjoyed the sessions and spoke positively about the tasks they completed.
<ul style="list-style-type: none"> <li>• <b>Online PE and sport resources</b> <ul style="list-style-type: none"> <li>- Teaching and coaching resources to enhance the delivery of PE and school sport.</li> </ul> </li> </ul>		Y	Y			<b>included</b> We have not accessed these resources this year
<ul style="list-style-type: none"> <li>• <b>Access to Active Bursts videos for the full academic year (minimum of 15 routines) to be accessed through the SSP website.</b> <ul style="list-style-type: none"> <li>- Access to fun physical activity sessions than can be done in classrooms/hall to encourage students to be physically active.</li> </ul> </li> </ul>	Y			Y		<b>included</b> These have been used sporadically in different classes throughout the year though not as much as last year during lockdowns. Instead, class teachers have used other resources (e.g. SuperMovers) and have encouraged children to be active outside.
<ul style="list-style-type: none"> <li>• <b>Judo programme</b> <ul style="list-style-type: none"> <li>- A taster session for all pupils in the school with links to a community club.</li> </ul> </li> </ul>	Y			Y		<b>n/a</b> This was not offered to us this year.
<ul style="list-style-type: none"> <li>• <b>Intra-School Competitions and Personal Best Challenges</b> <ul style="list-style-type: none"> <li>- An online resource which provides competitive opportunities within school and for individuals.</li> </ul> </li> </ul>	Y			Y	Y	<b>n/a</b> We have not accessed these resources this year
<ul style="list-style-type: none"> <li>• <b>12 hours of Gymnastics curriculum support from a PE Specialist.</b> <ul style="list-style-type: none"> <li>- Development of staff expertise and knowledge to enable them to deliver high quality PE lessons and school sport.</li> </ul> </li> </ul>	Y		Y	Y		<b>6 points</b> Year 3 Sessions were effective and appropriate for Y3 children and acknowledged their low starting points. Sometimes the coach had the mats out ready, in other sessions children gave out mats which developed their responsibility and independence and allowed H&S to be discussed. Usually, children were then given a short introduction to the session recapping what they learned last time then they were quickly engaged in a game and were required to move around the space using the movements and balances established in each session. The different movements used progressed through the term. Visuals were used to support children when making their sequences and they were all able to produce a simple sequence by the end of the unit. Year 4 Children have thoroughly enjoyed sessions with Jo. She made a conscious effort to engage all children (including those who weren't keen at the start) within sessions. All sessions were age-appropriate including the vocabulary she used with the children. All children were able to achieve main objectives by the end session including LAPs and SEN. Jo consistently gave feedback to children to develop their understanding. This feedback was always constructive and encouraging. JD also made a conscious effort to stop the session when necessary if misconceptions/misunderstandings arose. When this did happen, JD always gave clear and concise instructions and

						<p>demonstrations to support children’s understanding. My knowledge and confidence with gymnastics has increased.</p> <p>Year 5 Observing the gymnastics sessions taught in this unit was useful for my CPD as it gave a clear structure for a gymnastics unit to follow. It was also interesting to see how the coach introduced a skill and allowed children to practise this each week (sometimes in different ways / locations) until they felt as though they had really mastered it. Being an area that I have less experience teaching, I feel as though I could apply the structure of building up different skills towards a final routine with different moves and areas of focus. The children also got a lot out of the sessions. Some were reluctant at the start saying they ‘don’t like gymnastics’ but they were engaged from lesson one and enjoyed the physical challenge that the lessons provided. All ability levels were able to join in fully and everyone had a final piece at the end of the unit that they could be proud of and they all had developed a greater level of control over their movements and balances by the final week.</p> <p>Year 6 The sessions were all appropriately pitched and were challenging for children. Activities built on each other and children were required to use and develop their existing skills to complete each task. All children, including those who were initially reluctant, were able to meet the objectives in each lesson. Children gained confidence when using the apparatus and JD placed a high emphasis on acting like a gymnast at all times which improved the quality of the performances children gave. In terms of CPD, I feel this has been highly beneficial and I feel that I have developed a range of skills to use when delivering future lessons however gymnastics is still an area I lack confidence in and I would benefit from further support.</p>
<ul style="list-style-type: none"> <li>• <b>18 hours of High-Quality curriculum staff mentoring by a Dance coach</b> <ul style="list-style-type: none"> <li>- Development of staff expertise and knowledge to enable them to deliver high quality PE lessons and school sport and the provision of an after-school club.</li> </ul> </li> </ul>	Y		Y	Y	<b>4 points</b>	<p>Year 3 All children enjoyed the dance lessons with GS. Some were apprehensive to begin with but GS put them at ease and they soon overcame this anxiety. GS taught them the correct terminology throughout the sessions and praise was used effectively when they used these terms and when they applied the ideas and moves suggested (particularly good, strong and big dance moves). I liked how the dance was broken down into sections each week as this helped the children enormously. The children were given regular opportunities to be creative and make up their own moves and they could perform for their peers which most enjoyed but all were able to do. They were proud of their final routine and what they had been able to achieve. Overall, I feel that this was a really successful unit of PE which benefitted the children and supported my own CPD.</p> <p>Year 4 Children have thoroughly enjoyed the dance sessions with GS. She made a conscious effort to engage all children (including those who weren’t keen at the start of the block) within the sessions and encouraged each child to develop their personal skills and achieve success. All sessions were age-appropriate, including the vocabulary she used with the children, and all children were able to achieve the main learning objectives by the final session, including LAPs and SEN. GS consistently gave feedback to children to develop their understanding. This feedback was always constructive and encouraging. Transitions were managed effectively and she frequently engaged with children who were finding tasks difficult and enabled them to get back on task and experience success.</p> <p>After school club The club was oversubscribed – GS increased capacity to 21 and all sessions have been filled. Children who have never stayed behind for a club have attended and all speak positively about the activities. The circle ending is building the confidence of these</p>

							<p>children – in week 1 they were reluctant to go into the circle to perform but by the end each child felt able to do this which was lovely to see. The sessions were really active and time was used really effectively</p>
<ul style="list-style-type: none"> <li>• <b>18 hours of High-Quality curriculum staff mentoring by a coach in Fundamental Movement Skills</b> <ul style="list-style-type: none"> <li>- Development of staff expertise and knowledge to enable them to deliver high quality PE lessons and school sport and provision of an after-school club.</li> </ul> </li> </ul>	Y		Y	Y		4 points	<p>Class 1 This was a good opportunity to reflect on my own practice and to see how key PE skills taught by a specialist coach. It was good to see some new games especially those used in warm-ups e.g. Bubble Gum. The PE sessions encouraged me to think of ways of linking lessons to other areas of the curriculum, e.g. Bubble Gum involved children forming groups of 1, 2, 3 etc. and was therefore a good way of getting maths into PE and developing number skills. The Sharks game reinforced knowledge of shapes. The activities were fun and children were always keen to take part. The coach ensured there was a fast pace to lessons to keep children engaged. I also observed the coach giving short, simple instructions and stopping activities if these needed to be reinforced and it was good to see how lessons could be adapted for indoor / outdoor provision. It was useful to observe the ball skills lesson and learn ways of teaching ball skills to young children. I learnt how to keep lessons engaging and fast-paced by focusing on two key skills (rolling and throwing and catching) and asking children to practise ten of each before quickly switching to the other skill then repeating this several times. By week three, the children were already starting to make progress. Not only in responding quicker to instructions and knowing what to do, but also with improved co-ordination and movement, and making better use of the space when moving around the area. By the end of the block, improvements in the majority of children could be seen clearly.</p> <p>Class 2 I have found that taking part in these PE lessons with DC has enhanced my confidence in teaching this particular aspect of PE. I have gathered lots of notes from each lesson and I will definitely use them in the future when delivering my own PE lessons. I feel that DC has made a valuable contribution to children’s physical development through his lessons by focusing on fundamental movement skills. He has a positive personality and engages well with all children, ensuring sessions are fast, active and have a really good pace. The children have been fully engaged and have participated in all sessions with good enthusiasm.</p> <p>After school club 15 children attended the after school sessions and they have been well received. Comments from the parents reflect this. Children speak positively about the club and talk about the “funny games” they play. They are very active sessions. Children who attend other sports clubs attend along with those who don’t so the cohort in these sessions is varied but all children are engaged and motivated and they enjoy working with DC.</p>
<ul style="list-style-type: none"> <li>• <b>Winter Fun Run</b> <ul style="list-style-type: none"> <li>- Fun run with physical activities built in with a festive theme.</li> </ul> </li> </ul>	Y	Y				3 points	<p>Overall, the event was a success. The coaches arrived early and set up quickly so each session ran to time. It was very cold so timings were reduced slightly and the course included fewer activities/obstacles this year compared to last year.</p> <p>Class 1 27 children. We didn’t think it was as good as last year – it was not as well organised, the course wasn’t marked out as clearly (lots more tape and tinsel was used last year on both sides of the course) so it was difficult for our younger children to know how to follow it. We didn’t think there were as many activities to take part in as they went around however, the children had lots of fun and enjoyed it</p> <p>Class 2 28 children. The event was a great success and the children really enjoyed it. They were fascinated with the introductory video and they could recognise the Christmas</p>

						<p>characters and also familiarise themselves with what to expect during the actual run which was really helpful.</p> <p>Year 3 18 children. The children thoroughly enjoyed the session and were really keen to take part in all of the activities. The introductory video really got them engaged. There didn't seem as much to do this year compared to last year but the children had a lovely time.</p> <p>Year 4 17 children. Organisation of the event was very good. There were interactive games for children at various points of the course, including a snow machine and dodgeball. Staff were very engaging with the children and were wearing Christmas costumes. The session was on time however it was very quick. This is understandable when getting through all of the classes. "I really enjoyed when the snow hit you. I would like to have that again." "I liked the snow blizzard!" "I liked the snow and the costumes the people were wearing."</p> <p>Year 5 26 children. The run was set up well with different activities to do as the children were running around the track and the staff were dressed in great Christmas themed outfits. Clear instructions were given before the children started to run and we had warmed up beforehand with a video in the classroom. The video had lots of good warm up activities although the sound with the explanations was not very good. We used the visual prompts more. Overall, the children seemed to enjoy this 15-minute activity from start to finish, in particular the snow machine at the end.</p> <p>Year 6 22 children. The Coaches were every lively and engaging and ensured that the session started promptly. They encouraged children throughout the session and the games were well received by the children, however there weren't as many games for the children this year. "I thought it was fun." "They encouraged you to run quickly so you avoided the missiles!" "I like doing these fun runs because they have lots of fun parts to them."</p>
<ul style="list-style-type: none"> <li>• <b>Summer Fun Run</b> <ul style="list-style-type: none"> <li>- Fun run with physical activities built in with a summer theme.</li> </ul> </li> </ul>	Y	Y			3 points	<p>Overall, the event was a success and although there weren't as many obstacles to complete as there were last year, the children still enjoyed taking part however the morning felt a bit rushed and the planned timetable was further reduced so some classes had quite short sessions.</p> <p>EYFS The fun run was a great end of term treat that the children enjoyed taking part in. They were motivated from the start to get active with the fun dance warm up and were then kept active for the rest of the session. The range of 'obstacles' kept the children interested and the threat of getting sprayed with water ensured they wanted to complete the circuit as many times as they could. They were worn out by the end but would have happily tried to keep going if they had time.</p> <p>Year 1 The fun run was well organised, with short, clear instructions given at the start. The warm up was engaging and lasted an appropriate length of time. The children in Y1 loved the activities, especially being squirted with water and this really encouraged them to keep running. I think they would have kept going for another 20 minutes or more given the chance!</p> <p>Year 2 All the Year 2 children thoroughly enjoyed the Summer Fun Run. The coaches were enthusiastic and supportive and the children loved the obstacles they had to complete on the way round.... they especially enjoyed the water! It was well-organised and the instructions were clear for the children to follow. It was lovely to be able to have a class photo at the end to celebrate their run.</p>

						<p>Year 3 The SSP staff were able to enthuse all of the children and they were all engaged as soon as they went outside. The activities were exciting and engaging and the positive attitude demonstrated by the staff inspired the children to get moving despite the wet start we had to the day. A positive session where children made happy memories to end their school year.</p> <p>Year 4 The fun run was well organised and instructions and expectations of the children were really clear. The children thoroughly enjoyed the obstacles around the course which included using space hoppers and crawling under a tarpaulin sheet. The children also loved the class photograph at the end of the session as they could hold various props.</p> <p>Year 5 The fun run was a great end of term treat that the children enjoyed taking part in. They were motivated from the start to get active with the fun dance warm up and were then kept active for the rest of the session. The range of 'obstacles' kept the children interested and the threat of getting sprayed with water ensured they wanted to complete the circuit as many times as they could. They were worn out by the end but would have happily tried to keep going if they had time.</p> <p>Year 6 23 children. The event was well received and although there were fewer obstacles compared to last year, the children still enjoyed taking part. The session was well run and 4 coaches were in attendance. The water guns were popular and children particularly enjoyed the space hoppers. All children continued to be engaged throughout and could tell that they had taken part in physical exercise by the end of the session.</p>
<ul style="list-style-type: none"> <li>• <b>OAA/Team Building</b> <ul style="list-style-type: none"> <li>- 1 full day to develop children's OAA skills at both KS1 and KS2.</li> <li>- Provide children the opportunity to develop teambuilding and communication skills within outdoor physical activity challenges.</li> <li>- The day will be led by SSP staff and supported throughout the day by your Year 5/6 pupils</li> </ul> </li> </ul>	Y		Y	Y		<p style="text-align: center;"><b>3 points</b></p> <p>Class 1 I was really impressed with the whole afternoon. The Y5 children knew exactly what they were doing and explained it carefully and clearly to the children. The Class 1 children were engaged for the whole of the session. The games were achievable, fun and easy to follow. It was set out well using equipment which we already have available in Class 1. I think it would be a super idea to use some of these games and activities during a lunchtime when the Y5s are there to help out and mentor activities.</p> <p>Class 2 The C2 children were engaged and had lots of opportunities to learn team building skills in the time available. The session was well prepared and the C2 children were able to follow the instructions of the Year 5 leaders. It was great to see both groups of children enjoying themselves and the Y5s were clearly taking pride in their role and were being very professional as well.</p> <p>Year 3 The session was well managed and the children were split into teams. The activities were manned by the Year 5 leaders. The Year 3 children enjoyed all of the activities and were engaged throughout the session. They enjoyed working as a team and the tasks were arranged so there were no winners and no one was "out" so they were all active for the whole session. The activities were approximately 6 minutes long which was just the right amount of time to complete each task. Everyday items or equipment that was readily available was used so these activities could be replicated on a playtime or lunchtime every easily. The guttering and ball activity was a firm favourite.</p> <p>Year 4 and Year 5 Both Y4 and Y5 children thoroughly enjoyed the team building session with Darren. His instructions and expectations were extremely clear. As a result, all children were</p>

						<p>able to access the games confidently with no further support. All games provided were extremely engaging and all children were on task throughout. Darren was also extremely mindful of children with challenging behaviours within the group throughout the session. He ensured they remained on task and was able to build trusting relationships quickly.</p> <p>Year 5 leaders The children spoke very positively about their involvement in the OAA day and all felt that they had achieved the intended outcome for the day. They could all speak confidently about the activity they led and feedback from school staff and from the coach reflected their leadership skills. A really positive day and a beneficial experience for these children to develop their leadership skills further.</p> <p>Year 6 All Year 6 children were fully engaged in all of the activities. The Year 5 leaders were well prepared and gave clear verbal instructions accompanied by demonstrations to ensure the Year 6 children fully understood what they were required to do. The activities included physical activities along with calmer mental activities which provided recovery time when needed. A really positive session which all children benefitted from.</p>
<ul style="list-style-type: none"> <li>• <b>A 'Zumba Kids' morning</b> <ul style="list-style-type: none"> <li>- Students get the opportunity to experience different dance styles.</li> </ul> </li> </ul>	<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>3 points</b>	<p>Class 1 This was a super session and a great workout for the children. All instructions were clear and precise and the exercises were challenging yet appropriate. GS commented that the children were really good at listening and following instructions and she could see the impact of our daily movement sessions. Best of all, everyone had great fun and all children were really happy to join in.</p> <p>Class 2 Children thoroughly enjoyed the Zumba session and were engaged throughout. All parts of the session were pitched perfect for their age/ability. GS was encouraging, supportive and made it fun.</p> <p>Year 3 The session was really good and all children enjoyed taking part. They were all engaged and GS made sure they were active throughout. She demonstrated the moves clearly to support children who were unsure and praised them all continually for their attitude and effort. A really positive, really active session which all children benefitted from.</p> <p>Year 4 Children were fully engaged and thoroughly enjoyed the morning session with GS. The session was age-appropriate as steps were easy to follow. She also reassured children regularly who got lost with the beat of the steps which helped with their resilience and confidence within the session. Would definitely love to have another session with GS!</p> <p>Year 5 The Zumba session included a number of different routines to follow. The instructions were given clearly both verbally and modelled physically. All children enjoyed the activities and I have to say I joined in too and really enjoyed it. All children listened carefully to the instructions and tried their best. Overall, it was a good session and everyone could clearly feel that they had been exercising. We were shown exercises at the end to do a cool down which was a lovely calm way to finish..</p> <p>Year 6 Year 6 had two sessions with GS. Both were very well received and all children were active throughout the session. Pace was fast and children were required to build on steps learned as the session progressed. GS had a really positive, friendly approach with all children and used praise to support those who were finding the steps tricky. A really positive session.</p>

<ul style="list-style-type: none"> <li>• <b>A morning ‘Come Dance with Me’ festival</b> <ul style="list-style-type: none"> <li>- Students get the opportunity to experience different dance styles.</li> </ul> </li> </ul>	Y		Y	Y		2 points	<p>Year 5 Most of the children in the class enjoyed the session but I did feel like 2 hours was too long and the children were less engaged during the last 30 minutes. It would have been better if two classes could have shared the session. A couple of the children found the sequences of dance steps hard to remember and became a bit overwhelmed when trying to remember what to do. Remembering 4 different dances was a lot for some of them.</p> <p>Year 6 The children enjoyed sampling the 4 different dance types and it broke up the session well. The different dances were enjoyed equally as each dance received similar votes when the children were asked to identify their favourite. The children started to struggle after about an hour and a half, mainly due to a lack of fitness but they all managed to complete the session. Gemma’s enthusiasm motivated them well and the lesson was fast paced so they remained engaged for the duration of the session. From a teaching perspective, Gemma demonstrated well how to build a series of movements and then compile them into a dance sequence. It was also valuable to observe the different dance styles and their components.</p>
<ul style="list-style-type: none"> <li>• <b>1 full day of playground/sports leadership training, to be delivered in your school by SSP staff.</b> <ul style="list-style-type: none"> <li>- Develop leadership skills across a targeted group of students.</li> </ul> </li> </ul>	Y	Y				2 points	<p>15 Year 5 children completed the training and developed a range of skills to use to increase activity levels during playtimes. Positive feedback received from all children Skills and games were developed with the coach during the first session. During the second session, the Playleaders who were completing their training were asked to explain to the rest of the class some the games that they had been learning in a clear way so that they could understand what they had to do. Each group explained clearly with guidance from the coach. The rest of the class had the chance to participate in the games that the Playleaders had been learning and they were able to follow the instructions the Playleaders gave to successfully join in with the games. The Playleaders appeared to have a good knowledge of what they were doing and the coach kept them on track with clear instructions and prompts. She knew all the children's names and how to deal with each of them as an individual which made the whole training process much more personal and the children responded well to this. All of the children in Y5, including those who are not Playleaders enjoyed themselves and gained new skills from the session.</p>
<p><b>Service Level Agreement with AE Coaching</b></p> <ul style="list-style-type: none"> <li>• <b>Staff CPD</b> <ul style="list-style-type: none"> <li>- Development of staff expertise and knowledge to enable them to deliver high quality PE lessons and school sport.</li> </ul> </li> </ul>	Y	Y	Y	Y	Y	£4300	<p>Term 1a and Term 1b Year 5 Children responded well to AE coaching’s instruction and were always keen to join in. AE engaged all children well including those with challenging behaviours which might make it hard for them to access lessons and those with low confidence. Children grew in confidence in team games; developing skills in dodging when attacking, defending and spatial awareness. Children who are able and confident in moving around a space, using a good standard of basic skills in throwing, catching etc. were challenged to explore tactics, team play and how to lose well. Children who found basic skills more challenging were given opportunities to hone these in game settings without completing repetitive and ineffective drills. Any drills used were effective and of a short duration.</p> <p>CPD AE coaching demonstrated some new ways to engage those children most likely to find competition in team games emotionally challenging, especially when faced with loosing. The challenge of competition was maintained while adjustments were made to ensure a fair chance for all pupils including through the choice of game, dividing skills evenly across teams and engaging those likely to struggle early in the game. I have learnt several new games which allow each child to develop their skill while at the same time working within a team – using a target to throw into with all children given the opportunity to make throws.</p>



Keeping the pace high in PE has been key and this has been made possible through clear and precise instruction. Giving games interesting names and catchy names for positions enabled pupils to quickly grasp what they had to do. I particularly liked 'toilet tag' and games themed around defeating Covid. I am keen to try these activities as they worked well for our mixed ability within Year 5.

Term 1a

Year 4

Clear objectives were in place throughout all sessions and as a result, most children were aware of what they were expected to learn during the sessions. Coaches were able to give different instructional strategies and adjustments to activities when necessary (athletics in particular) depending on the ability of the children. This had a positive impact on their learning. Along with their deep understanding and knowledge of age related objectives, coaches were able to give constructive feedback to children throughout sessions. These strategies helped to overcome misconceptions and continue to support children's understanding of the necessary skills required for both invasion games and athletics. Children were also given various opportunities to work in smaller groups which further developed their understanding of teamwork and communication. Overall, throughout each session, the learning environment was positive and therefore the children thoroughly enjoyed taking part in PE sessions with AE Sports Coaching.

Term 1b

Year 6

All children thoroughly enjoyed these PE lessons and were really enthusiastic throughout. The sessions always had a really fast pace and children developed a wide range of games that could be played during playtimes with minimal equipment. Instructions were always very clear and expectations for all children are always high. Tasks are differentiated to ensure all children are challenged but achieve and have a feeling of success.

I have learned a lot of new games during these sessions which I feel I would be able to deliver myself in future. Pace was always high and transitions smooth and effective again there are strategies here that I can use myself. Interesting strategies were used to engage children who do not normally take part fully and small adaptations were made to engage these children so they felt like they could join in and could experience success. Every child in the class gained positive skills during this half term. I felt that this has been really effective CPD and I have developed a wide range of skills that I can apply to my own teaching.

Term 2a

Class 2

Class 2 children have really enjoyed PE this half term. They have had lots of opportunities to develop a variety of skills such as team work, spatial awareness, throwing and catching, aiming etc. They have played lots of games with engagement and a great enthusiasm.

Year 3

The sessions have all been pitched appropriately and the children have all loved taking part, even those who can sometimes be reluctant with PE activities. Children are welcomed and expectations are explained clearly. An example of how to do each activity is always shown using one of the children as a volunteer. He uses yes/no questions to check children understand how to play and key vocab is repeated. Children are encouraged to ask questions too and Aiden always recaps previous learning. All sessions start well and are very organised. They are told their focus and

play fun games to develop these skills. The children are engaged with the activities and are quick to start. Children are shown visuals e.g. the Nike tick for aiming and throwing accurately. Set up is done efficiently and transition takes very little time - Aiden asks questions as he's setting up so there is no lost learning time. Games relate to children's interests which maintains their engagement and enthusiasm.

Term 2b

Year 4

Children of all abilities have developed their skills in throwing, catching, team work and use of space in ball games. Those children who found these skills difficult at initial assessment, have developed longer throws, better ball control and especially have developed in their ability to move around and find space in games. The most able children, have developed their defensive abilities and their team work. In many cases, they have begun to adapt their play (specifically their throwing) in order to enable the team to develop and achieve success.

Year 6

Children developed their skills effectively throughout this block through the use of cleverly developed games and activities. Basic skills were developed in innovative ways (e.g. bucket ball) which motivated children while developing their aim and accuracy. Children of all abilities achieved success and support was offered where required. The coach gave clear instructions and demonstrated the activities. Time was used very effectively and all sessions had a really good pace.

Term 3a

Year 3

This was another successful block of lessons and the children benefitted from this input. Their basic skills continued to be the focus and progress could be seen once again. A number of games were included in each session, some familiar and some new which the children loved. Transitions were fast and effective and instructions were given clearly and concisely with demonstrations when needed so all learning time was used effectively.

Year 5

The Y5 children have enjoyed their sessions with AE coaching again this half term. They have become familiar with the games we play each week and have been given plenty of opportunities to develop their tactics within these games. There were references to the skills they would need to use each week (spider web, Nike tick) and the children could reference these when asked. In PE units I teach, I can see the value of tying the skills to a simple phrase like this but would want to make sure the children were secure with the skill in isolation before only using it in game situations.

Term 3b

Class 2

AE Coaching provided a high-quality physical education curriculum once again and inspired the children in my class to become more confident in competitive sports and games. The sessions certainly supported the children's physical health and fitness. The children also learnt about fairness and respect and they all enjoyed every session.

Year 6

The children enjoyed these sessions once again and further progress can be seen in terms of confidence and basic skills. The coach continues to be very positive and knows the children well so he can tailor the input he provides to meet their needs. A range of basic skills have been developed through games and interactive activities

<ul style="list-style-type: none"> <li>• <b>4x hours of High-Quality curriculum staff mentoring by a coach covering a range of areas of the PE curriculum each week</b></li> <li>- Development of staff expertise and knowledge to enable them to deliver high quality PE lessons and school sport and provision of a lunch club and an after-school club.</li> </ul>						<p style="text-align: center;"><b>included</b></p>	<p>the children have continued to respond positively. They look forward to PE every week.</p> <p>KS2 lunch club Really popular and children from all classes are always keen to take part. Behaviour management is excellent and children know what is expected of them. Children are sent to the "sin bin" if they don't behave as expected and conversations take place around team work and the importance of winning and losing in games.</p> <p>After school club Term 1a – Year 4 and Year 5 Oversubscribed and well attended every week. 21 children were on the register and there was a waiting list. Children were really positive about the activities and games included in the sessions and really enjoyed taking part. A wide range of children attended the sessions, some who attend other sports clubs outside of school but some who don't which was really encouraging.</p> <p>Term 1b – Year 5 and Year 6 We increased the club to 24 children and each session has been full. Again, a wide range of children have attended and all have spoken positively about the sessions. Behaviour management is good and all children have been engaged. Opportunities to develop skills as winners and losers and a "fair play" attitude have featured during these sessions which is important for this group of children.</p> <p>Term 2a – Year 1, Year 2 and Year 3 Numbers were low at first however as children started talking about the club, numbers started to increase and the club was soon full. We increased to 22 spaces. All sessions were fast-paced and children were active throughout. Activities were pitched appropriately to the age and stage of these children and games focused on developing their fundamental skills as requested. Following the rules was included which is important for these children.</p> <p>Term 2b – Year 4 and Year 6 The club was oversubscribed and had to be increased again. Lots of children (mainly Y6 girls) who do not usually attend clubs took part and enjoyed the sessions. Sessions had a fast pace and behaviour and attitudes were really good. The mixed year group worked well and Y6 acted as role models and demonstrated expectations for Y4 who can find PE overly excitable. A really successful session.</p> <p>Term 3a – Years 1, 2 and 3 The club was well received again and children were keen to attend. It was a lot more popular again this time and we had to turn children down as we were unable to increase numbers any further due to ratios. Sessions were outside and were active and fast-paced and the activities were pitched appropriately for the age and skills of these children involved.</p> <p>Term 3b – Years 4, 5 and 6 The club was oversubscribed and a waiting list was in place once again. It was lovely to see children who do not usually attend after school PE clubs and to hear them speaking so positively about the sessions. Games were fast paced and the children were active for the whole session. Tasks were appropriate for the age and skills of the children and challenge was included as appropriate. Y6 children were able to support</p>
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<ul style="list-style-type: none"> <li>• <b>One day of Street Games for all classes</b> <ul style="list-style-type: none"> <li>- Students get the opportunity to experience a wide range of playground games to support active playtimes and lunchtimes</li> </ul> </li> </ul>	Y	Y	Y	Y		£150	<p>Y4 children and demonstrate some of the skills they had acquired during PE lessons which was lovely to see. Another really successful club.</p> <p>Class 2 The children really enjoyed running around and participating in team games such as infinity and collect the treasure but each game felt quite similar to the previous game. The children needed lots of support as the instructions weren't always clear. I don't feel this was as good as it usually is.</p> <p>Year 3 The children played 3 games. They knew Infinity and played it well however they struggled with the other 2 games, Dice Master and Hit and Run. I wasn't quite sure of the rules for these 2 games either so I wasn't able to help them. The coach needed to clarify and explain the instructions and I feel that the explanation could have been clearer. The coach did however sit them down at the end and gave alternatives for equipment if they were to play in the street. E.g. no cones, use chalk which I thought was useful but overall the session was not as good as in previous years.</p> <p>Year 4 The coach who worked with Y4 was extremely engaging and demonstrated each task with enthusiasm. This kept all children on task throughout the session. The coach explained the different types of street games carefully and thoroughly so all children understood the task in hand and were able to take part confidently. The coach regularly involved himself within the games when other teams/pairs were struggling and required support. All children thoroughly enjoyed the morning session with the coach.</p> <p>Year 5 The children enjoyed this session and were all keen to join in for the full hour. During the morning, they joined in with games that they had seen before but it reminded them about some that they had forgotten. It kept them active for the full hour and they were tired by the end. It was also a useful reminder for me of some of the warm up games that the class enjoy to be used at the start of my PE lessons.</p> <p>Year 6 The session was ok but not as good as previous years. During our afternoon session, many of the games were very similar to each other. Some minor rule changes were made and the game was then given a different name and this confused the children as they weren't sure what they had to do. It was an incredibly hot day and the children were required to run around and hide continually for a long time. They started to lack enthusiasm as they felt they were just doing the same thing again and again. Overall, most children enjoyed the session but I don't feel they learned any new games this time.</p>
<ul style="list-style-type: none"> <li>• <b>One day of Street Games for all classes</b> <ul style="list-style-type: none"> <li>- Students get the opportunity to experience a wide range of playground games to support active playtimes and lunchtimes</li> </ul> </li> </ul>	Y	Y	Y	Y		£0 Free second day offered as a goodwill gesture	<p>Our usual coach Aidan delivered this full day event and it was a great success despite the incredibly high 30+ temperatures</p> <p>Year 1 A different selection of games were introduced to the children and the instructions given were clear. The session was adapted to accommodate the incredibly high temperatures and most activities were adapted so children were in the shade. A really good final session to end the year.</p> <p>Year 2 The children loved taking part and had a great time. The games were new and they enjoyed everything they took part in. The session involved a lot less running around than usual but the games were still exciting and the whole session was well-led and well organised.</p> <p>Year 3</p>

						<p>We had a brilliant session despite the heat. The children were introduced to new games which were well organised and clearly explained. A really good end of term treat.</p> <p>Year 4 The coach was very enthusiastic throughout the session. The children participated in various games which they had not played before. This made the session enjoyable and engaging.</p> <p>Year 5 Children in Year 5 enjoyed this bonus session and enjoyed learning new games. The coach explained how these games could be adapted to play at home in limited space and the shaded parts of the outdoor area were used. Safety was paramount and the dangers of heat were reinforced.</p> <p>Year 6 The children were delighted to be able to complete a final special session with Aidan and they all thoroughly enjoyed taking part. The games were adapted as it was so hot and safety reminders were given which children could apply when they are playing outside at home too. Aidan was really positive and engaging as usual and all children really enjoyed this bonus session.</p>
<ul style="list-style-type: none"> <li>• <b>One day of Street Dance for all classes</b> Students get the opportunity to experience a wide range of street dance activities to support physical activity</li> </ul>	Y	Y		Y	£200	<p>Class 1 The children really enjoyed the street dance session although some of the moves were a bit tricky for Reception. The warm up games were great. After practicing some of the simpler moves it would have been nice to sequence them together so children could develop an idea of a sequenced dance routine.</p> <p>Class 2 On the whole, the children enjoyed this session and they had a lot of fun. They had some opportunities to be active in different ways and learnt a few street dance movements such as step to the side walk, bum slide, bunny hop and clock step. The dance teacher had some difficulties to manage children's behaviour during this session as she was not setting appropriate boundaries and behaviour expectations from the start. It resulted in some children struggling to follow her instructions as they were so determined to share their own ideas with her. This resulted in some lost learning time and I had to intervene and talk to individual children. The children shared their opinions: "I liked the bum slide." "I liked the game with free style dance." "I liked the run around step." "I liked the fountain spray movement." "I liked the bunny hop." "I liked the activity with my partner." "I liked the one when we had to do a pose at the end of our walk." "I loved all of it!"</p> <p>Year 3 The children thoroughly enjoyed taking part in Street Dance. The coach was very enthusiastic and was able to encourage all of the children to participate by gradually building skills which catered to all abilities. She demonstrated how to stay safe when working on the moves and also supported children to improve their technique. The children were engaged and their confidence increased throughout the session</p> <p>Year 4 This session was not as good as other events we have participated in this year. Overall, this session did not seem to be planned to meet the needs and ability of Y4 children. Beanbag games were a focus for a warm-up activity which the children thoroughly enjoyed however, this lasted for approximately 35 minutes (over half of the session). The rest of the session consisted of one coach demonstrating all the street dance moves in one demonstration. They then gave children the opportunity to come up with their own sequence using the moves that were shown. This approach was not successful as the children required a lot of support from members of staff to help create a successful sequence as they could not perform each</p>

						<p>individual move. When the children came back into the classroom, they freely expressed that they found the session hard and it was not what they expected.</p> <p>Year 5 This session was not as good as most of the sessions that we have had this year. The children found it difficult to keep up with the pace of the session and they were not given much time to learn any of the moves they had been shown. They enjoyed the choices of music but then were given 10 minutes to practise the moves that they had been shown but didn't really understand how to do. They lost interest very quickly.</p> <p>Year 6 Year 6 children really enjoyed the session. Beanbag warm up games were completed for the first half of the 50 minute session then the two coaches demonstrated different breakdance moves. Children worked in a circle so everyone could see and everyone was visible to the coaches. Children watched each demonstration then attempted each move themselves. Time was then given for children to work in alone or in pairs and create a routine using some of the skills they had learned. Most of the children felt confident to share their routine in the circle for the rest of the class at the end of the session. The session had a good pace and it was high energy throughout.</p>
<p><b>1 full day of Hoopstarz to be delivered in school by specialist coaches</b></p> <ul style="list-style-type: none"> <li>- 1 hour session for each class</li> <li>- Engaging sessions to motivate children, including those who do not usually participate in physical activities</li> <li>- Development of staff expertise and knowledge to enable them to support high quality physical activity at playtime and lunchtime.</li> </ul>	Y	Y		Y		<p>Class 1 The session was well run, fast-paced and totally age appropriate. The children were engaged as the tasks set for them were fun, explained well and achievable. It was not all about who could keep the hoop up, but more about having fun with the hoops in a variety of ways (e.g. using stories such as aliens and spaceships). I especially liked the final task of building a house with the hoops and then squeezing your team in. I will use this team building activity again as well as some of the movement games. The children were engaged throughout and attempted each new challenge positively.</p> <p>Class 2 This has been a great opportunity for our children to participate in Hoopstarz again this year and build upon the skills they developed last year. They have learnt how to use a hoop in many different and creative ways while practising balance, body coordination and team work skills. They children have thoroughly enjoyed the session.</p> <p>Year 3 All the children enjoyed hula hooping and were engaged at all times, even when they found some of the tricks tricky. There was something for everyone to have a go and succeed at and they all enjoyed the session.</p> <p>Year 4 The children in Y4 thoroughly enjoyed this session. At the start of the session, the coach demonstrated to children how to move a hula-hoop successfully around their waists. Time was then given to ensure all children could perform this basic step so they had a foundation to build on. The coach included various games for children to work independently as well as in pairs/teams. The coach also taught the children various tricks and skills that included the hula-hoop. The skills were accessible by all children as the tricks and skills varied in level of ability. The children thoroughly enjoyed the session from start to end.</p> <p>Year 5 The children enjoyed Hoopstarz. There was a recap of skills from previous lessons which the children were encouraged to try as a warm up. Clear rules and guidelines were given at the beginning of the session and the children responded positively to these. Tracey praised everyone for having a go and helped individuals when they found it tricky and she had a positive approach throughout the session. Overall, it was a very good session which all the children enjoyed.</p> <p>Year 6</p>

						<p>This was another fantastic session and all children in Y6 were engaged from start to finish. Tracey has an excellent approach and the session was fast-paced meaning children were active throughout. Skills learned during previous years were built on and refined and all children were able to achieve success.</p>
<p><b>1 full Skipping School day to be delivered in school by specialist coaches</b></p> <ul style="list-style-type: none"> <li>- 1 hour session for each class</li> <li>- Engaging sessions to motivate children, including those who do not usually participate in physical activities</li> <li>- Development of staff expertise and knowledge to enable them to support high quality physical activity at playtime and lunchtime.</li> </ul>	Y	Y		Y		<p>Year 1 and Year 2 The children were engaged and happy throughout the session and they completed every activity with great enthusiasm. Some children were invited to the front to present their skills to others which gave opportunities for sharing and celebrating success. The session was divided into different sections and levels so children had a sense of achievement as they catered for different needs. Children practised their skills individually, in pairs and as a group. The coach had a great sense of humour and used well-structured behaviour management strategies appropriate to the age of the children. A really positive session.</p> <p>Year 3 Gail was wonderful once again and gave concise instructions throughout. She had a lovely approach with the children and had their full attention from start to finish. There was something for every ability and the children were confident and showed real enthusiasm. The children all came out happy and had lots of fun.</p> <p>Year 4 The whole session was easily accessible and perfectly suited for every child. The children were challenged throughout the session and skills were matched to their ability. The children thoroughly enjoyed the session and were able to demonstrate a good understanding of various skipping techniques. Gail's instructions were incredibly clear for the children to follow. Gail was very enthusiastic with the children when made the session really engaging and enjoyable.</p> <p>Year 5 The skipping session with Gail was really enjoyed by the children as it always is. They were excited to see that Gail was in school and they were all keen for our class slot. During the session, children were able to celebrate some of the skills that they already have but everyone was challenged to try something that they had not yet mastered. When some of the children said at the start that they didn't like skipping, Gail managed to engage them with tricks and challenges to try and she instantly had everyone on side. She also used some of the very keen skippers to provide examples and to help her demonstrate. Everyone left feeling as though they had accomplished something, had been listened to and had done some proper exercise.</p> <p>Year 6 This was a brilliant session and we managed to get a lot done within an hour. Gail was brilliant as always and engaged the children from start to finish. She was incredibly positive and the children responded very well to her. All children were challenged but more complex moves were simplified and supported if children struggled. The team skip was pitched perfectly and every child managed to complete all of the jumps when it was their turn. This was a really beneficial session.</p>
<p><b>1 full tri-Golf day to be delivered in school by specialist Coaches from Sports Cool</b></p>	Y	Y		Y	Y	<p><b>£0 Free taster day</b></p> <p>Children in all classes took part in this session and positive feedback was received. The sessions had a fast pace and all children were engaged. Skills were developed for children of all abilities and a competitive element was introduced in all sessions, linking PE with maths. Successes were celebrated and "fair play" was included as children congratulated each other.</p> <p>Class 1 Good, clear instructions were given throughout the session and these were appropriate to the age of the children. After explaining what to do, the coach checked their understanding by asking questions. They made the activity more fun by asking children to touch their nose, shoulders etc. and choosing the child who was first to do this so the session was physically active from the very start. It was a lovely</p>

						<p>session and it was nice to introduce a new activity that most children had not experienced before. Having lots of teams meant children quickly had a turn and they were all kept engaged throughout the session. All children joined in well and enjoyed the activity, even a child who is usually very reluctant and upset when coming out of the classroom eventually took part and was seen smiling and laughing by the end. The scoring system was too complicated for the children but the coach realised this and adapted it quickly. The children seemed to really enjoy the activities.</p> <p>Class 2</p> <p>The session was fun and informative for the children. It combined coaching with actual play – testing, reinforcing and developing the skills of each child. The session was organised into simple steps to follow and the level of difficulty gradually increased. Children were encouraged to score points for their teams which linked to maths.</p> <p>Year 3</p> <p>All children were really engaged and listened carefully to the coaches who presented the session in a fun way. The instructions were clear and precise and the coaches continually checked that everyone understood each step. All children had fun and the session had a really fast pace with lots of activities included in a short space of time, “I enjoyed the lesson and I learned a new skill.” “The coaches were funny but they kept us safe.” “I would like to do it again.”</p> <p>Year 4</p> <p>The children thoroughly enjoyed the session. They loved the competitiveness that both coaches encouraged. Children also showed great enthusiasm when different challenges were put in place. Both coaches were very enthusiastic as well as supportive ensuring that the children developed their hand-eye coordination skills. “I really liked getting points.” “I liked how we got to play a different sport than what we usually do in PE at school.”</p> <p>Year 5</p> <p>The event was very good and the session was well organised. Each activity was explained well to the children and for those children who didn’t understand straight away, things were explained again. One of the coaches spent a little time one to one with the children who were finding it tricky which really boosted their confidence when playing in the team. Both coaches were also good with behaviour management and spoke to children who were struggling in a meaningful way to keep them on track. As a result, the session was really active and all children developed effective skills in this new sport.</p> <p>Year 6</p> <p>The session had a really fast pace and the children were engaged and motivated throughout. Both coaches were engaging and had a lovely manner with the children. They demonstrated the skills needed and differentiated each task immediately to challenge/support children as needed. Maths skills were needed as children were required to calculate their scores. Children were encouraged to support and congratulate each other. “It was really fun. It was nice to do something different.” “It was good exercise but it was really fun.” “I don’t really like PE but that was good because I didn’t feel like everyone was watching if I missed the target.”</p>
<b>1 full New Age Kurling day to be delivered in school by specialist Coaches from Sports Cool</b>	<b>Y</b>	<b>Y</b>		<b>Y</b>	<b>Y</b>	<p>Reception</p> <p>The session was delivered at an appropriate level for Reception children. They were able to follow the instructions and were actively involved in all of the games. All children were excited to take part and continued to talk about the experience throughout the day. A 30 minute session was long enough for Reception children.</p> <p>Year 1</p> <p>This was a great session, really appropriate to the age and skills of the children.</p>



						<p>It was lovely to see the children taking part in a new experience and developing new skills, they loved it! The coach spoke really respectfully and appropriately to the children, giving clear instructions and revisiting any misunderstandings. The children quickly learnt how to slide the stone correctly, applying the correct amount of pressure; therefore helping them to understand about force and spatial awareness which will support their learning in other areas of the curriculum.</p> <p>Year 2 All the Year 2 children really enjoyed the New Age Curling experience. They all engaged with the activities and they participated enthusiastically with the challenges set. It was lovely to see them practising new skills and working hard to improve their aim through each activity. The children grew more confident in their abilities as the session progressed and were proud of what they achieved. The coach explained each activity clearly so that all the children knew what was expected of them. The children were so enthused about what they had been doing that we went back into class and watched the Olympic Mixed Doubles team curling on ice after the session.</p> <p>Year 3 The children gained a lot from this opportunity to try a new sport. The coach was very knowledgeable and was quickly able to make judgements based on my adaptations for SEN and EAL children and incorporated them into his own delivery. This enabled the children to maximise progress and gain more from the session. Children were able to develop new skills as well as build on those from other areas of PE. They also developed essential COVID recovery skills in terms of building resilience. It was an excellent experience.</p> <p>Year 4 The children thoroughly enjoyed the session. They loved the competitive element that the coach encouraged. Children also showed great enthusiasm when different challenges were put in place. The coach was very enthusiastic as well as supportive – ensuring that the children developed their hand-eye coordination skill. The coach was able to identify where support and differentiation was needed throughout the session.</p> <p>Year 5 The session was enjoyed by all the children and everyone was able and keen to take part fully - even those who can often be reluctant in PE. The setup of the session was particularly organised and allowed the children to clearly understand what they were being asked to do but also allowed them to get as much time as possible taking part in the activity as transition times were minimal. There was also a clear plan for how to make the skill more challenging for those that were finding it easy and effective methods to keep those who found it difficult competing with the rest. Despite it being a lot of the same thing for the full session, the children were engaged throughout and it didn't feel repetitive at all.</p> <p>Year 6 A really good session which engaged all children from start to finish. Clear demonstrations were given along with safety advice and every minute of the session was used effectively. The session had great pace and the level of difficulty increased rapidly to ensure that all children were challenged. The competition kept all children motivated and the ongoing score-keeping made good links to maths, with children expected to add large numbers mentally. The coach was lively and engaging and all children made progress within a very short space of time.</p>	
<b>1 full Archery day to be delivered in school by specialist Coaches from Sports Cool</b>	<b>Y</b>	<b>Y</b>		<b>Y</b>	<b>Y</b>	<b>£130</b>	<p>Class 1 Our archery session was great fun! A couple of the children in Class 1 were a little apprehensive but took part with encouragement. The coach's instructions were short and simple and I wasn't sure the children would be able to do it on their own but we helped them with their initial attempt then most could do it independently. The</p>

						<p>coach's behaviour management was good and the session was pacey which meant that each child had lots of goes and was active throughout the session.</p> <p>Class 2 All children in Class 2 thoroughly enjoyed the archery session. The coach came with all the necessary equipment and experience and offered high quality instructions for the children to follow. The children thought that archery is a great sport! Besides being fun and providing an opportunity for learning a new skill, the session taught discipline, patience and focus. It gave the children a strong sense of personal achievement.</p> <p>Year 3 Year 3 enjoyed their archery session. The children were quickly shown how to hold the bow, aim and fire and how best to position their feet. Through prompting during team games, these skills were put into practise and the children developed their skills through these reminders. Many children had not done archery before and by the end of the sessions most children could consistently hit the target. Some children had begun to develop control over aiming and hitting the target where they had intended.</p> <p>Year 4 The children thoroughly enjoyed the session. They loved the competitive element that the coach encouraged. Children also showed great enthusiasm when different challenges were put in place. The coach was very enthusiastic as well as supportive – the coach was able to identify where support and differentiation was needed throughout the session.</p> <p>Year 5 The archery session was very well organised and the children enjoyed taking part. The nature of the activity was such that only 5 children could be shooting at any one time, but the delivery from the coach was quick and efficient which meant children stayed engaged and interested. The variety of games held the children's interest and they were eager to compete for the win in each. The coach also made effective adaptations to make the tasks trickier for some groups and more accessible to others.</p> <p>Year 6 The children enjoyed the session. As most children had experienced archery with arrows rather than suckers at MH, they already knew the correct hold and how to load quickly so the whole session had a really good pace. Coach Gareth recognised this and introduced lots of challenges and competitions quickly which the children responded well to. Rather than aiming randomly, they were given specific areas to hit which they found challenging however really good progress was made in terms of accuracy during the session.</p>
<p><b>1 full cricket day to be delivered in school by specialist coaches from Durham County Cricket Club</b></p>	<p>Y</p>	<p>Y</p>	<p>Y</p>	<p>Y</p>		<p><b>£0 Free taster day</b></p> <p>Class 1 The children enjoyed the session and were fully engaged throughout. The lesson had good progression and the children worked through basic skills. These skills could be transferred to other bat/ball sports. It benefitted my CPD as I had the opportunity to see new games and activities that could be used again during other PE sessions.</p> <p>Class 2 The session introduced children to cricket by teaching them skills such as batting, throwing, catching, bowling, running, communicating, and working as part of a team. The session was well organised and the Class 2 children were engaged throughout. The focus was on developing accurate basic skills appropriate to the age of the class.</p> <p>Year 3 None of the children had played cricket before this session so it was completely new to them all. The session focused on cricket skills and started with coordination tasks. Listening and teamwork skills were tested during this game and the children had to</p>

						<p>concentrate to succeed. They then played 2 games of cricket rounders. The coach bowled the ball and the batter had to hit the ball, run and then beat the fielders throwing the ball around each base. The children enjoyed the session but became frustrated when their teammates were not able to catch the ball.</p> <p>Year 4</p> <p>The session was mainly based around playing a 'rounder' style game. The children thoroughly loved the competitiveness. Children were positively encouraged throughout the session when they found certain tasks difficult. The session also helped children gain an understanding of how to catch a ball accurately as well as how to hold a cricket bat correctly.</p> <p>Year 5</p> <p>The cricket session was enjoyed by the children and some commented afterwards that they would like to play more cricket. The skills work at the beginning of the lesson was a quick catching practise before the children were split into teams for a game. The way the game was played ensured that all children were able to have a go at batting (3 chances to hit each time) and that all fielders got the chance to do different jobs (standing on the bases). There was time to play 3 games and then a small amount of bowling practise was squeezed in at the end too.</p> <p>Year 6</p> <p>The session was fast paced and well received by all Y6 children. Many children had no prior experience of cricket however the coach immediately broke the skills down into simple steps and children quickly realised that they could use their existing skills linked to throwing, catching and aiming. A familiar rounders game was adapted so children could focus on the cricket skills rather than the rules of the game and all children were given opportunities bat and to carry out different roles linked to fielding. This was a really successful session.</p>
<p><b>1 full week of Bikeability Training to be delivered to children in Y4 and Y5 by specialists</b></p> <ul style="list-style-type: none"> <li>Sessions help develop the skill of riding a bike safely on the roads</li> </ul>	Y					<p>£0</p> <p>24 children completed the Level 1 course which is the highest number we have had for several years. Positive feedback was gathered from children despite several last minute timetable changes being made and parents/carers were appreciative of the training offered.</p> <p>17 Year 5 children completed the Level 2 course however this is lower than initially planned as the course had to be rearranged several times due to staffing issues and instructor shortages. This meant that some children were unable to complete the course due to other commitments. We intend to offer the Level 2 training to these children who missed out next year if possible.</p>
<p><b>Funding to cover the cost of transport to and from festivals and competitions</b></p> <ul style="list-style-type: none"> <li>Transport will allow more pupils to participate in inter-school competitions</li> </ul>	Y		Y	Y		<p>£0</p> <p>Money was allocated for transport however we have not attended any out of school events this year due to our Covid Risk Assessment.</p>
<p><b>Funding to cover the cost of Supply Cover to release the PE lead from class</b></p> <ul style="list-style-type: none"> <li>Supply will release the PE co-ordinator to ensure their class continues to receive high quality teaching in the absence of their regular class teacher</li> </ul>			Y			<p>£0</p> <p>Money was allocated for supply cover to release the PE lead however the PE lead is also the DHT so Management Time was used to complete PE tasks as required this year.</p>
<p><b>Funding to purchase resources to further develop of Forest Schools provision</b></p>	Y		Y			<p>£574 (overspend from 2020-21) £824</p> <p>A wide range of resources have been purchased to support the delivery of OAA through Forest School sessions. These will be used by all classes during their sessions. Specific KS1 resources have been purchased to develop our new woodland area to develop physical literacy skills.</p>

<ul style="list-style-type: none"> <li>• Purchase equipment to ensure OAA activities through Forest schools have the correct equipment for delivery</li> <li>• Develop additional areas specifically catering for KS1 children to develop physical literacy skills and early movement skills</li> </ul>						(Forest School resources purchased this year)	Staff assessments reflect the progress children are making during these sessions and the additional opportunities provided continue to support this. Children in all classes speak positively about Forest School sessions and the photographs taken during sessions reflect their interest, enjoyment and excitement. Comments from parents demonstrate that children speak about their experiences at home.
<b>Forest school assistant training</b> <ul style="list-style-type: none"> <li>• Provide training for additional members of staff from each Key Stage to ensure OAA activities through Forest school sessions can be delivered regularly to all children throughout school</li> <li>• Additional trained staff members will increase opportunities for Forest School sessions and after school clubs</li> </ul>	Y		Y	Y		£2500	This has been paid for in July 2022 however training will not start until September 2022
<b>Funding to purchase resources to develop PE provision across school</b>	Y					£298	Following gymnastics CPD in July 2022, additional gymnastics equipment has been purchased to support staff in their delivery of gymnastics next year. This equipment was purchased in July 2022 and will be used from September 2022
<b>Contribution towards Year 5 and Year 6 OAA day at Moor House Activity Centre</b> <ul style="list-style-type: none"> <li>• Provide opportunities for all children in Year 5 and Year 6 to attend the OAA day by reducing the overall cost of the trip</li> </ul>	Y					£190	The trip was a huge success and the financial contribution made by school kept parental costs to a minimum. The day involved a considerable hike from school to the centre which challenged a lot of children and required stamina and determination. The events children completed during the activity day were excellent and again, children were pushed and challenged and they were able to do things that would not be possible in school. This was a really positive experience for everyone involved.
						<b>£16946</b>	<b>= £414 to be carried forward to 2022-23</b>

### Year 6 Swimming Data 2021-2022

Swimming lessons briefly restarted in September 2021 and our Year 6 children attended 3 lessons. They had not attended any lessons during Year 4 or Year 5 due to lockdowns. In October 2021, the Local Authority paused swimming lessons again due to staffing issues. Swimming lessons restarted in December 2021.

<b>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</b> <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. Please see note above	<b>60%</b>
<b>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</b> Please see note above	<b>55%</b>
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	<b>55%</b>
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?	<b>No</b>