

### Primary School Sports Premium 2022-23

Our Sports Premium allowance for the academic year 2022-23 is **£17310**. We had an additional carry forward of £414 from 2021-22 giving a total of **£17724**. 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:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport	<b>Indicator 2:</b> Engagement of all pupils in regular physical activity	<b>Indicator 3:</b> The profile of PE and sport is raised across the school as a tool for whole school improvement	<b>Indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils	<b>Indicator 5:</b> Increased participation in competitive sport

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 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>	Y	Y	Y	Y	Y	<b>£7200</b>  <b>Gold</b> <b>30 points</b>	
<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>		Y	Y	Y	Y	<b>Included</b>	<b>Term 1a</b> <u>Tri Golf – Year 3 and Year 4</u> <u>Year 3</u> The event was really well organised and the children enjoyed it, one stating it was "the best day ever!" All of the activities were engaging (as evidenced by the fact that no toilet trips were required!!). The children were divided into 8 groups then again into 4 groups, which meant there was minimal waiting time to have a turn. Explanations were given at the start of each activity and these were short and clear, even when provided by older children who led some of the activities, and did so really well. A couple of small ways in which the event could have been improved: Explain the difference between the golf clubs being used and why different clubs are used when hitting for distance, putting etc. and provide a little more support

for individual children who were consistently finding the activity tricky e.g. advising them to look at the target they were aiming at before hitting the ball

#### Year 4

This was an incredibly well organised event where both SSP staff and children from another school supported Y4 throughout the different stations. Each station included a different focus which helped to develop children's hand-eye coordination. The equipment was very accessible as they provided both left-handed and right-handed clubs. All SSP staff were enthusiastic with the children and gave clear instructions and ensured clear expectations throughout.

#### Gymnastics – Year 1

All Year 1 children had a wonderful time at the Gymnastics festival at Durham City Gymnastics Club. It was very well organised and led, and the coaches were very engaging with the children, explaining each task and activity clearly. They supported the children where it was needed and encouraged children who were finding an activity a little more tricky. It was lovely to see the growing confidence of the more reluctant children with each activity they tackled. All the children were enthusiastic and in the words of one child, 'It was amazing!'

#### **Term 2a**

##### Teambuilding Year 4

This was an extremely well-organised event which enabled children to develop various life skills including communication, confidence, resilience etc. The games planned for the children required them to use a variety of skills and techniques which they thoroughly enjoyed. Most of the NCD students, who were leading the activities and acted as Sports Leaders, explained the purpose of the activity well enough for all children to understand however, some of these students from NCD lacked enthusiasm and the required willingness to engage and support the children effectively which reduced the overall effectiveness of some of the activities which is a shame. Overall, the children thoroughly enjoyed the morning session.

##### Multisport Year 3

This was a great experience for the children who had very little knowledge of these sports and very few had participated in similar activities. At the start, a few children had expressed a dislike of dance but when asked at the end, they all agreed that they had really enjoyed the session, so the turnaround in opinion was very pleasing and shows how vital it is to give the children these opportunities. Both the street dance and basketball sessions included simple, easy to follow activities that I will be able to use in my future teaching, including a warm-up activity that I definitely plan to use this term. It will also be possible to adapt the dribbling and shooting activities to similar sports.

#### **Term 2b**

##### Reception Bear Hunt

The festival included a wide range of activities led by the SSP staff. The children enjoyed these and were engaged for the majority of the time however some of the less able children struggled to listen and remain focused when there was more direct teacher input. The children were definitely motivated by the team games and all the children wanted to participate fully. It was lovely for the children to experience a range of activities linked to a well-known story.

##### Invasion Games Year 1

All the children had a great time taking part in the Invasion Games morning which took place at New College. It was very well organised and each activity was explained clearly for the children to understand. The children took part enthusiastically and they enjoyed the range of activities on offer. As a class teacher it was good to get ideas for games that could easily be transferred and used within a PE lesson at school.

Tag Rugby Year 5

The tag rugby at Maiden Castle was very well organised and the children were occupied with something to do all of the time we were on site. The first coach we had was particularly good and was very aware of the children's needs. By the time we finished, the children knew a little bit more about the skills of rugby such as throwing to the side instead of under or over arm throw and all enjoyed the session.

**Term 3a**

Disney Festival Year 1

All the Year 1 children had a great time at the Disney PE Festival at Framwellgate School and I cannot praise the students who led the activities enough. They were all so friendly with the children, explained each activity clearly and encouraged and guided them through all the games. The children loved the theme and, although it was a little chilly, they all joined in with enthusiasm and they loved the Disney music that was playing. The whole event was well-organised and had lots of games that could easily be used within school. I would definitely attend again.

Striking and Fielding Year 2

All the children thoroughly enjoyed the Sports Festival at Sherburn Primary School. It was well organised and the Year 6 children from Sherburn who were leading the games did a great job explaining each activity. The children got more confident as they moved around the activities and the games helped the children develop their kicking, throwing and catching skills. All the games could easily be used within school in a PE session and adapted for inside and outside lessons.

**Term 3b**

Cricket

Year 3

The festival was well organised and there was a good mix of different activities to help children learn more about the game of cricket and to practise the different skills involved. The activities were led by children from a secondary school who gave good, clear instructions at the start of each activity but some were better than others at supporting the children during the activities. It would have been nice to see the SSP coaches around a bit more to provide additional support.

Year 4

The children had a wonderful morning at the cricket festival. It was organised as a carousel where the children participated in a range of games throughout the morning. These games helped to develop children's throwing, catching and batting skills. It was very well organised and PE leaders from various schools were incredibly helpful and encouraging throughout each game.

Comments from the children:

I liked the playing the mini game of cricket. We got to hit the ball really far and people then chased after it.

I liked the game where you had to aim and throw the ball and knock down the stumps.

I wished we had more time for each activity but I still had lots of fun.

I liked the throwing game where we had to turn around and try and catch the ball.

I liked the game where you threw the ball to your partner and then you had to find a different space to do it again.

I liked the game where you had to throw the ball into the net to score a point.

I liked the game where you had to hit two ball off the cone and then everyone had to run and chase the ball.

Quidditch

Children thoroughly enjoyed the session, the activities had to be changed at short notice due to the unavailability of the sports leaders and Sport County Durham

staff/volunteers delivered dodgeball during the first half of the session then these skills were applied to Quidditch during the second half of the morning.

#### Year 5

The Quidditch session was enjoyed by most children. The actual game of Quidditch was excellent and they thoroughly enjoyed it; they grasped the rules quickly and they were well explained by Caitlin. They stayed enthusiastic for this whole part of the session and worked well even with children from another school. Boundaries were put in place for hitting other children with dodgeballs and these were enforced and effective. The first part of the session was much less well organised for our group and the children found it hard to engage. The two groups on either side seemed to be much better but the student who had been drafted in at short notice to run the session had been left on his own without support and did not really understand the game he was teaching and did not engage the children. There was a lot of standing around not doing anything. Judging by the groups on either side, this was not representative of the other staff.

#### Year 6

The whole morning was active and engaging and all children enjoyed taking part, even those who normally aren't keen on PE. All of the staff our group worked with were engaging and skills were applied effectively, getting more challenging as the session progressed. Dodgeball was with Sport Durham staff and was really active – more active than usual with new rules and adaptations which the children really enjoyed. Quidditch with Chris was excellent and the children loved it. It got progressively harder and they were active for the majority of this session. This was a really successful trip that I would be keen to attend in future.

#### KS2 Durham Dash

32 children from across KS2 were able to participate in this athletics competition and experience competitive sport. The whole thing was well organised and all children worked hard. We didn't win anything or make it to a final but children tried their best and those who usually excel in school realised that there are children with stronger skills in other schools. All children demonstrated their values and showed good sportsmanship towards their opponents. A valuable after school event which staff are keen to attend again in the future.

#### Reception Superheroes

The festival was well organised throughout. Each station was fun and engaging covering a range of fundamental skills. The children loved the superhero theme and this theme ran through all of the activities. The children were given just enough time at each activity which allowed them to practice and improve but not too much time so they became disengaged. The year 6 leaders were excellent with the children. They tried hard to give the children tips to help them develop the skills needed to succeed. Overall this was a great event.

#### Tennis

##### Year 3

This event was well organised and engaging for the children. The Year 3 class had the opportunity to try a wide variety of different tennis skill 'drills' to improve their skill, ability and fitness. There were varied activities on offer and these were well led by students at Durham Johnston. They allowed children to develop:

- Racket familiarisation- moving ball with racket in forehand and backhand position whilst moving
- Balancing a ball on racket with control
- Small-sided adapted games allowing opportunities to develop tactics in these adapted games
- Hit a ball into a target from a variety of distances
- Play a modified game

						<p>It was enjoyable and a fun morning was had by all.</p> <p><u>Year 4</u> The Year 4 Tennis Festival was a highly enjoyable event for the children. They expressed a genuine enthusiasm for the activities and demonstrated their enthusiasm for the sport. The festival successfully focused on a wide variety of tennis skills, allowing the children to develop and showcase their abilities. While the majority of leaders facilitated the tasks effectively, there were instances where some leaders appeared unsure of the task requirements however SSP staff promptly rectified this issue, ensuring that the children received clear instructions and guidance. Their swift response ensured a smooth flow of the festival and allowed the children to fully engage in the activities. The festival was well organised, providing a structured and enjoyable experience for the children. By offering a range of activities and challenges, the festival catered to the diverse skill levels and interests of the children. Overall, the Year 4 Tennis Festival was a positive and engaging experience for the children. Their enjoyment and active participation highlight the success of the event.</p>
<p><b>Strategic support for HT and PE Subject Leader</b></p> <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>	Y		Y			<p><b>Included</b></p> <p>Due to timetable issues, the PE coordinator has been unable to attend any of the PE coordinator days this year however support has been available from staff via email if needed.</p> <p>No strategic support has been needed in school this year as the PE coordinator has been in role now for many years and is confident to lead this subject.</p> <p>Teaching staff have continued to access support through the PE offered to each class.</p>
<p><b>Gifted &amp; talented support</b></p> <ul style="list-style-type: none"> <li>Opportunities for Year 6 to develop their sporting potential.</li> </ul>			Y		Y	<p><b>Included</b></p> <p>4x Year 6 children identified to participate in this programme this year 4x children attended the first day in December 2022 and spoke positively about the events they had participated in.</p> <p>The second day at Gateshead Stadium was very well received by all four children and they spoke positively about their experiences on their return to school. They had opportunities to complete tasks that would normally not be available to them and they were challenged in ways that cannot be done in school.</p>
<p><b>Online PE and sport resources</b></p> <ul style="list-style-type: none"> <li>Teaching and coaching resources to enhance the delivery of PE and school sport.</li> </ul>	Y		Y			<p><b>Included</b></p> <p>These have been accessed as part of PE lessons and as brain breaks during lessons. The termly online PE lessons with LK have been well-received.</p>
<p><b>Access to Active Bursts videos for the full academic year (minimum of 15 routines) to be accessed through the SSP website.</b></p> <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>			Y		Y	<p><b>Included</b></p> <p>These have been accessed as part of PE lessons and as brain breaks during lessons. The termly online PE lessons with LK have been well-received.</p>
<p><b>Intra-School Competitions and Personal Best Challenges</b></p> <ul style="list-style-type: none"> <li>An online resource which provides competitive opportunities within school and for individuals.</li> </ul>			Y		Y	<p><b>Included</b></p> <p><b>Term 1a</b> Live lesson with LK completed. Positive feedback received from staff and children and lots of children keen to share their successes following this event</p> <p><b>Term 1b</b> School Games Live Christmas Session completed with LK. Lots of classes took part and children of all ages were able to join in with the activities successfully.</p> <p><b>Term 2b</b> School Games Live Easter Session with LK completed by several classes. Again, the session was well received and children enjoyed the short bursts of activity.</p>
<p><b>24 hours of Gymnastics curriculum support from a PE Specialist/Gymnastics Coach.</b></p>	Y	Y	Y	Y		<p><b>6 points</b></p> <p><u>Year 3</u> The sessions were really well organised and worked really well. The quality of teaching they received was good and the coach was able to support individual</p>

<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>							<p>needs within the class effectively. Equipment was prepared prior to the lessons and they always started promptly, maximising the time available. The coach had a warm and friendly manner and was always respectful to children and adults. She spoke appropriately when discussing activities and when supporting the children, and had a firm yet approachable manner throughout. The lessons were engaging and it was clear how learning built on that from previous lessons. The coach was very impressed with the children's gymnastic skills and progress was evident by the final lesson.</p> <p><u>Year 4</u> Throughout the block, all Y4 children developed a greater understanding of movement skills (different ways of travelling – high, medium, low), rolling (safely and accurately) and balances (mirroring and matching). This then progressed as children created their own sequences, applying these skills. Children also had the opportunity to include different pieces of apparatus. Key vocabulary was a focus throughout the block and this had a great impact as children are now using key vocabulary accurately when creating their sequences. Staff CPD was effective and the coach ensured staff understood each activity. Active staff participation increased the ability to replicate this in the future.</p> <p><u>Year 5</u> As usual, working alongside MCL has been very helpful for my gymnastics subject knowledge. I feel more confident now in how to build a unit in which the taught skills stack on top of each other and progress week on week. I am aware of what the children need to have in place before they are ready to move on and I have a clearer picture of how I can support them to develop these skills. I have also now got more strategies for helping children to use the apparatus safely and effectively and I look forward to teaching this unit myself. The children enjoyed the sessions and progress could clearly be seen at the end of the unit in terms of their physical skills and their understanding and use of vocabulary. A really positive experience for all.</p> <p><b>Term 2a</b> <u>Class 2</u> The gymnastics with JD was a great success and the children in Class 2 really enjoyed all the sessions. Each session was well organised in terms of equipment and resources available and had lots of challenging content which progressed well across the weeks. The children were able to put together a sequence of movements by the end session which showed a culmination of skills acquired through the term. At times, the multi-step instructions were sometimes too complex for the less able children to follow however they benefitted from pictorial aids for some of the gymnastic positions to remind them what to do. JD demonstrated the sequence of learning and I now feel more confident to teach this myself in the future.</p> <p><u>Year 6</u> This was a really useful block and helped to develop my confidence when teaching basic gymnastic techniques then sequencing these to create a routine. Challenging tasks were included which I would not have been confident to deliver myself however now I have seen these modelled, I would be more willing to attempt this myself. Initially the children were quite negative about doing gymnastics but they rose to the challenge and all children got involved. By lesson 2 they were all really enthusiastic and they were all keen to push themselves which was good to see.</p>
<p><b>36 hours of High-Quality curriculum staff mentoring by a Dance coach</b></p> <ul style="list-style-type: none"> <li>Development of staff expertise and knowledge to enable them to deliver high quality PE</li> </ul>	Y	Y	Y	Y		8 points	<p><u>Class 2</u> Gemma delivered this unit exceptionally well and I was able to gain valuable knowledge and experience from working with her for the half term. She used key vocabulary when supporting the children to gradually build on their skills each lesson. Children were able to show progress in terms of knowledge, skill,</p>

<p>lessons and school sport and the provision of an after-school club.</p>							<p>independence and resilience. Gemma is clearly very skilled and the children respond well to her.</p> <p>Year 3 Each lesson started with a good fast-paced warm up when children were able to practise different ways of travelling, and make balances and stretches with control. Children were encouraged to move in the best way possible, with the coach modelling how to perform quality stretches and balances. The coach delivered a well-planned sequence of lessons which were developed and built on over the course of the 5 weeks. She gave good, clear instructions appropriate to the age of the children and managed behaviour well. It was good to see the coach introducing (by way of flashcards) and regularly reinforcing new vocabulary relevant to the lesson (for example: quality, cannon, unison, control). The children made clear progress over the 5 weeks in terms of their body control, posture and movement in unison.</p> <p>Year 4 Gemma has demonstrated exceptional coaching skills in Year 4 dance sessions. Her approach has been engaging, fostering a positive and motivating learning environment for the children. She has effectively facilitated the development of dance skills, encouraging children to explore their potential and expand their abilities. Notably, Gemma has played a key role in nurturing independence among the children and through her guidance and support, they have become more confident in their individual dance movements and routines. Gemma's emphasis on group work has also contributed to the children's collaborative skills, fostering a sense of teamwork and cooperation. Gemma sets high expectations for the children and encourages them to strive for excellence. Her use of vocabulary has been effective in enhancing the children's understanding and expression of dance concepts. Furthermore, Gemma's encouragement to use vocabulary in their own discussions and reflections demonstrates her commitment to promoting communication and self-expression within the dance context. Overall, Gemma's coaching in Year 4 dance has been exemplary. Her ability to engage children, develop their skills and independence, foster group work, and maintain high expectations showcases her expertise and dedication. The impact of Gemma's coaching is evident in the children's progress and enjoyment of dance. Her commitment to creating a positive and enriching dance experience for the children is highly commendable and I have enjoyed participating in these lessons.</p> <p>Year 5 The dance unit that Gemma delivered was thoroughly enjoyed by the children and was also very useful for me as CPD. Dance teaching is not an area I was particularly confident in but this block of lessons has shown how small skills can build on one another to work towards a final performance. The children completed the same warm-up game each week but the expectations of how they completed this became higher as they became more confident. This then led into a period of whole-class teaching where individual dance moves / styles were modelled and then children always had plenty of time to experiment for themselves. By the final week, they had planned and performed some impressive independent routines and had memorised the steps to quite a long class routine.</p>
<p><b>18 hours of High-Quality curriculum staff mentoring by a coach in Fundamental Movement Skills</b></p> <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>	Y	Y	Y	Y		<p><b>4 points</b></p>	<p><b>Term 2a</b> Class 1 This was a very positive experience and the children had lots of fun. A variety of games were included which gave me lots of ideas for future lessons. My personal take-aways from this block of CPD are: *To make sure that the pace is at an appropriate level *To keep the children stimulated and active *To keep the tasks simple and meaningful *To allow to develop a variety of developmental skills</p>

							<p>These things were addressed effectively during this block with the coach and provided me with lots of ideas to develop my own practice.</p> <p>Class 2 The sessions were well organised. All equipment was set out ready and games were played to show how to move and find "pockets of space". They moved on to catching and throwing skills and then game, e.g. a reaction game in partners. Thorough instructions were given during all sessions and practical demonstrations were included too. The cool down was in readiness for next week's lesson. This has shown how the skills in PE can also be built up and used in lots of different ways.</p> <p>After school club The sessions were well attended, with lots of Y1 children attending their first after school club. Numbers were constant and attendance was good. Children enjoyed the games and were active throughout sessions</p>
<p><b>A full day intra-school sport event to be delivered in your school by SSP staff.</b></p> <ul style="list-style-type: none"> <li>• Development of leadership skills and opportunities for students to take part in friendly, competitive sporting events.</li> </ul>		Y	Y	Y		2 points	<p>SCATTERBALL Y5 leaders Being able to work with other classes in the school to show them the game was an inspiration to the Y5 children. They were very keen to take on a leadership role and thought carefully about what the key elements of the game were and were encouraged to do this by the coach throughout our first training session. Since then, most of the class have expressed an interest in helping to lead lunchtime games on the KS1 yard.</p> <p>Class 1 We had a nice session learning a new version of rounders using rugby and footballs. We practised our throwing, kicking and aiming skills. We had an opportunity to be team players and to follow simple rules with good accuracy. It was lovely to be supported by the older children from our school.</p> <p>Class 2 The year 5 children had a good understanding of their roles and were regularly encouraged to take on mentoring roles to support the younger children rather than playing the game. The rules of the game were explained and the children initially enjoyed the game however lots of Y2 children did very quickly become disengaged, particularly when fielding because the number of children significantly outweighed the number of balls so the majority of children 'gave up' and just let others go for the balls instead. As a member of staff supporting, it was very difficult for me to try and keep the children engaged particularly when the process just repeated again for another 4 rounds of an identical activity with no increased challenge. Both the idea of the game and peer support were excellent however I don't think the coach delivering it would have needed to get as frustrated with these young children becoming disengaged if the game was better tailored to the size of the group to allow more / all of the children to be involved.</p> <p>Year 3 The session was well organised and the children really enjoyed the activity which was appropriate to their age and interests. The coach gave a brief but good explanation at the start and clear directions throughout, she controlled behaviour well and addressed children not listening or following directions to maximise learning and progress within the session.</p> <p>Year 4 Overall most of children really enjoyed the session. They were engaged and understood the activity well. The children also loved working alongside the Y5 Play leaders. Throughout the whole session (40 minutes), only one game was played – Scatter Ball. The game was quite repetitive and no amendments were made throughout to challenge the children further so it was not as effective as it could have been. The session also finished ten minutes earlier than expected.</p>



						<p>Comments from the children:  It was really fun because I loved running around and kicking the footballs.  I really liked the running part of the game.  I really enjoyed it because we got to run around. Running is one of my favourite things to do.  I like it because it was really good exercise but fun as well.  I liked it because it was hard at first but it got easier towards the end.  I like competing with others.</p> <p>Year 5  The scatterball session was enjoyed by Year 5 and provided a simple game with minimal equipment that the children really enjoyed playing. The rotation between working as a team in the field and then for your individual group when fielding was a nice balance and got the children thinking tactically about their role in either phase. They were engaged when being taught the game and then throughout the session itself. The coach took plenty of opportunities to discuss with the children different tactics they could try and they took these suggestions on board.</p> <p>Year 6  We played a new game in the style of rounders but using rugby and footballs to either kick or throw. None of the children had played this game previously so they all had the same starting point which was good. The class really enjoyed playing in teams against each other and everyone was able to join in all of the time, no one was sat watching which I thought was really positive. This meant everyone had fun and could work at their own ability level and they were all active throughout the whole session. I thought the session was well thought out and pitched at the correct ability level. This is something I feel I could now deliver myself in future as the instructions were clearly explained by the coach.</p>	
<p><b>Walk and Talk Programme</b></p> <ul style="list-style-type: none"> <li>to develop physical and mental wellbeing and to promote better academic progress through this next phase of recovery for Y5 &amp; 6 pupils</li> <li>half day workshop with an Invictus athlete</li> <li>5 half day activity sessions led by SSP staff promoting teamwork, resilience, emotional literacy, self-esteem and motivation.</li> </ul>	Y	Y		Y		5 points	<p>The children enjoyed the initial session with Alex Dewar and were inspired by his story however they were not as engaged during the remaining sessions as we anticipated. The sessions were well thought out and the booklet was a lovely resource however the children in this class weren't particularly motivated. The coach offered encouragement and support every week and the key values were reinforced throughout the programme which supported our other transition work this half term. Some children did get a lot from the sessions and spoke enthusiastically about the activities they completed but overall this wasn't as effective as it was last time we completed this project. This may be because we had already had a go at many of the activities during the team building day in May.</p>
<p><b>Team Building Day</b></p> <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>	Y	Y		Y		3 points	<p>Year 1  The children in Year 1 enjoyed the activities and were engaged throughout the session. We liked the different types of activities included during the session as it met the needs of different children e.g. one to test their memory and one to use guttering to get the ball in the bucket. The activities were planned so that they could all join in and they all managed really well with support and guidance from the Y5 leaders where needed.</p> <p>Year 2  Year 2 really enjoyed the team building session. The activities were well structured and thought out, especially with regards to age-appropriate ability. The LAPs worked really well together as a group and could pace the activities accordingly to achieve success. I saw lots of cooperation and verbal communication between pupils which was great to see as they all had fun and felt like they had achieved something. It was also good to see how well the Year 5 pupils did with giving instructions and directing the younger ones. The session leader was great at encouraging all involved and overall it was an excellent session.</p> <p>Year 3</p>

						<p>A really good, well organised session with a great balance of activities (based on memory, teamwork and co-ordination skills). Each activity lasted about 5 minutes which kept the children engaged. It was lovely to see the Y5s so enthusiastic and helpful even by the end of the day and it was also good to see the coach letting the Y5s lead the activities and just intervening where necessary. The children loved it!</p> <p>Year 4</p> <p>The session was extremely well organised and the children were thoroughly engaged throughout each individual activity. Y4 children really enjoyed working alongside Y5 and it was great to see the leadership skills develop within Y5 children throughout the morning.</p> <p>I really liked when you had to get the ball into the bucket. I was really fun but challenging too!</p> <p>I loved the ball and hula-hoop game!</p> <p>I liked how they made the games harder.</p> <p>I loved the game where you had to guess which item was missing. It was really challenging.</p> <p>I loved the pipe game because it was fun and we had to really think about how we got the ball into the bucket.</p> <p>Year 5</p> <p>The children enjoyed taking on leadership roles. Instructions were given clearly by the coach at the beginning of the day and there was plenty of opportunity to practise with the various classes throughout the day. The children were able to pass on what they had learnt during their session to the classes, using both verbal instructions and demonstrating the various activities. They also gave lots of praise and encouragement to the children they were working with. They had a very good day and enjoyed spending the time leading the other classes and sharing their knowledge. Overall this was a really beneficial session.</p> <p>Year 6</p> <p>This was a really good session which introduced children to some of the activities they will cover during Walk and Talk. We opted to work without Y5 leaders and the coach explained each activity carefully using groups from the class to demonstrate. The session had a fast pace and all children were engaged throughout.</p>
<p><b>2x 'Zumba Kids' morning</b></p> <ul style="list-style-type: none"> <li>Students get the opportunity to experience different dance styles.</li> </ul>	Y	Y		Y	2 points	<p>Year 3</p> <p>A really good, fast-paced session with lots of variety and different movements to keep the children engaged and to get their heart rate up. The coach had a lovely, friendly manner and she seemed to be enjoying the session which made it more enjoyable for the children. As well as improving cardiovascular fitness, the movements also helped to develop the children's skills of co-ordination and balance.</p> <p>Year 4</p> <p>All of the children were thoroughly engaged and were constantly moving throughout the 50 minute session. Gemma gave lots of encouragement throughout the session and was patient when children could not follow the moves straight away. The session was well organised and resources were used effectively. The children were able to experience a range of dance genres and followed moves at different speeds. They loved every minute!</p> <p>Year 5</p> <p>The children always enjoy their Zumba sessions with Gemma and as soon as they found out it was their turn, they were very excited. The whole session was active and there was no sitting around doing nothing - the children were engaged for the full hour and enjoyed the different styles of dance they were shown. They came back to class tired and ready for a rest! A really enjoyable session.</p> <p>Year 6</p>

							<p>The session was well-delivered again as it always is. The children were all keen to take part from the outset and they were encouraged to keep going throughout to develop their stamina and fitness. The session was fast-paced and all children were encouraged to push themselves. Lots of different styles were included and it was a great cardio session. Gemma has a super personality which shone throughout the session.</p>
<p><b>Service Level Agreement with AE Coaching</b></p> <ul style="list-style-type: none"> <li><b>Staff CPD</b> 2x curriculum hours per week Development of staff expertise and knowledge to enable them to deliver high quality PE lessons and school sport.</li> </ul>	Y	Y	Y	Y	Y	£4956	<p><b>Term 1a</b> <u>Class 1</u> All children thoroughly enjoyed these PE lessons which focused on the fundamental skills needed in Year 1. The children had opportunities to develop their skills in throwing and catching, spatial awareness, body coordination and teamwork and they played different games outside and indoors. The equipment was set up ready before each lesson and was appropriately used throughout. Children were asked to help to reset the equipment between games/activities to develop their understanding and all children were able to follow the simple instructions. All children were fully engaged within lessons and progress has been noticeable in all children. For example, children who were not sure which techniques to use to throw/ catch a ball during the first lesson could use the suggestions they were given when attempting these skills during the following lessons. <u>Class 2</u> The children enjoyed taking part in these sessions however the games were quite repetitive and they completed the same tasks week on week. Many were the same as they completed last year. Progress could be seen and they enjoyed taking part but it would have been better if they could have been introduced to something new. The coaches were enthusiastic and engaging as always and had a lovely manner with the children.</p> <p><b>Term 1b</b> <u>Year 3</u> The new coach has formed good relationships with the children and they enjoy working with him. He differentiates his language to ensure it is suited to all abilities including those with SEN and EAL. In terms of my own CPD, these sessions have given me ideas on how to engage children in PE sessions which I can transfer into my other role as Lunch time supervisor. It's also given me an understanding of progressing gross motor skills which is a key target throughout year 3 and 4 provision. <u>Year 4</u> Y4 completed sessions with AE sports to develop their throwing and catching skills. The sessions have been extremely useful for myself as they have provided lots of ideas for game starters which engage the children. These ideas are also a useful tool for formatively assessing children's ability when applying the skills later in the session. I have found the coaches explanations of techniques useful as they provide a different way to explain these clearly and simply so the children have a good understanding of the objectives required to meet by the end of the lesson. Children responded positively to the sessions and enjoyed them immensely. It is really good. We have lots of fun. I really like the games that we do. I like it because we get to do lots of exercise and it is really fun. I like the lessons and after school club because we get to play fun games. My favourite game is dodgeball. I like it when we get to play games. At after school club I like working with other classes. I like running around and playing games because it is fun. <u>Year 5</u></p>

The children enjoyed the unit on developing their throwing and catching skills. As a result of the sessions, they can confidently demonstrate the hand position required for consistent catching and can talk about how to make their throws more accurate. Some children are now able to select different types of throw for different purposes. The children also benefitted from having opportunities to take part in small competitions and to practise dealing with both victory and defeat. They looked forward to PE lessons each week and are keen for their next unit.

**Term 2a**

Year 3

The children enjoyed the PE sessions with AE coaching. They expanded on their previous knowledge of multiskills games and were taught games which could also be played at playtimes including Pin Attack, Capture the Flag, Ruby Steel and Invasion. Throughout the sessions, the children learned defending and attacking skills as well as working towards a goal and they enhanced their teamwork and communication skills. I personally learned how to set up different games to play with the children and how to engage them while playing them.

The children thoroughly enjoyed these sessions and love working with the coach: "It's really fun and we got to learn new games."

"You have to guess what game you are playing which is funny"

"There's a wide range of games and each one is fun in its own way."

"It's fun because we do games and learn new skills. Some games use old skills but make them better"

"I like how everyone in the class gets opportunities to take part."

"We learned to throw and catch so we could get better."

"We learned how to protect the pin (target) and we learned how to protect ourselves in throwing games."

"We learned how to do underarm throw and roll the ball on the floor, throwing and catching skills."

"We learned how to do the flick."

"You learn skills that can be used in different games. The coach puts a lot of effort in to do the activities and he is really good at explaining things. He made it fun and he was kind and helpful."

Year 4

These sessions were incredibly useful for my CPD as they provided a variety of ideas for different types of invasion games that are suitable for LKS2. The games were thoroughly engaging and were easily understood and accessible for all needs. The AE Sports coach also provided plenty of opportunities to overcome misconceptions or discussion points with the children and regularly included points to explain how we can make the games challenging or improve the quality of the games we play.

**Term 2b**

Class 2

This was another really positive half term and the children enjoyed taking part in the sessions. They were able to build on earlier skills this term however I felt that the sessions became a bit repetitive as the same games were played each week. The sessions generally had a fast pace so the children were kept occupied and they all enjoyed taking part.

Year 6

We have been learning invasion games, mostly dividing the class into two teams and using the hall space to create areas where each team has to invade the other team's space. Teams built points by either gaining players or knocking out opposite team players. We've done some dodgeball and team building games. The children have responded well to these ideas and are familiar with the rules now. The challenge has been keeping the entire class working as one once the

lesson is over! There are some very competitive children in the class and deciding who is on which team has proven to be the most challenging part of the lesson. I do think they've made progress though and enjoyed themselves along the way. I've become familiar with the new game ideas and feel more confident with the rules of several new games. Overall it has been a great few lessons though some sessions were missed due to coach unavailability.

**Term 3a**

Class 1

This was a positive block of input which the children enjoyed. It was lots of fun for the children and they played lots of games. I developed lots of ideas that I could use when I teach PE myself next year.

Year 6

This block of PE mainly involved doing lots of whole class games on the field. Invasion games like 'Capture the flag' etc. were played every week and the class were divided into two and the teams challenged each other. The boys enjoyed it more than the girls I feel, but sometimes things got too competitive and this distracted from the learning. A few children didn't seem motivated to join in once they were out of breath as it involved lots of running and it became very repetitive. The lesson which everyone enjoyed most was practicing the long jump skills but we only did this once. In pairs they used chalk to mark out their distances and absolutely everyone joined in happily and focused during the whole lesson. In terms of my CPD, I don't feel I learned anything as I was required to deal with behaviour where things got out of hand. There were two coaches present in most of the sessions and I feel the input Y6 received could have been a lot better.

**Term 3b**

Class 2

Sessions have been delivered by two different sets of coaches this term and their input and impact has been mixed.

1) S and K.

Children played invasion games again this half term – the same games they'd previously played for several weeks. S's instructions were clear and could be followed by these KS1 children, however, once the children were playing, any mis-conceptions were missed as the two coaches were stood talking to each other rather than watching what the children were doing. I had to step in quite a lot to help the children. It took a little while for the children to start as the games were not set up in advance which meant learning time was lost. S set the games up once he'd finished talking but K did not do very much at all during sessions and spent most of the afternoon standing watching or talking to S which was frustrating and not a good example for the children.

2) R and F

The children played new games with these coaches including hero and chicken and the children responded really well to something different. They were still developing skills but the session felt a lot less repetitive. The children played a fielding game and batting game similar to cricket and rounders which they really enjoyed. R's instructions were clear and concise and F set up the next activity whilst R was talking so the whole session was active and no learning time was lost. Both coaches also joined in with the games and they were both helping those children who were having difficulty batting and catching which was really encouraging. The sessions were much better and what we expect from AE Coaching.

Year 5

Overall, the support we have received in PE from AE Coaching this term has been varied and has not been consistently at the high standard we expect. The

						<p>two people who came to do the PE session in the first week did not teach the correct unit of work as they did a street games despite our expectations being discussed with school staff. They stood together and chatted about their day and did not engage with the children. There was a lot of standing around while things were set up. Luckily the children did not notice and enjoyed the games even though this was not the intended learning objective.</p> <p>B who came a few times this half term was more organised and knew the unit of work we were supposed to be doing. He had everything set up for us in advance so no learning time was lost and he joined in with the children which they loved. The children enjoyed his sessions and he used positive behaviour management techniques with the children, especially those who can struggle, keeping professional boundaries and control during his sessions at all times.</p> <p>R knew the unit we were meant to be covering and he was all set up for us going outside and asked the children what they had been doing previously to get to grips with where they were at. He joined in with the games but was more casual in his approach to the children and behaviour management although the children were excited that he was back in school and most enjoyed the session. Overall the children enjoyed the sessions but I do not think the support was as effective as it could or should have been.</p>
<p><b>2x hours of High-Quality extra-curricular staff mentoring by a coach covering a range of areas of the PE curriculum each week</b></p> <ul style="list-style-type: none"> <li><b>Staff CPD</b> Development of staff expertise and knowledge to enable them to deliver high quality games and increase active provision through a lunch club and an after-school club.</li> </ul>	Y	Y	Y	Y	Y	<p><b>included</b></p> <p><b>Term 1a</b> <u>Lunch club</u> The indoor sessions held due to wet playtime were better than the outdoor sessions as the coaches had to set up games to engage the children who opted to take part. The outdoor sessions were less structured and the coaches tended to supervise games the children were already playing rather than set up their own games. <u>After school club – Y4, Y5 and Y6</u> The club was full and most children attended every session. Time was used effectively and a range of games were included to engage all children. Positive feedback was gathered from the children: “I really like it because we get to play fun games and I really like battleships because we get to throw balls at tennis rackets” “I love it because you get to play tonnes of fun games” “I really like it because we play lots of fun games. I really like dodgeball”</p> <p><b>Term 1b</b> <u>Lunch club</u> 2 different coaches attended this half term and they were really pro-active. One coach regularly had a significant number of children playing physical games and this included children who normally don't join in with physical games so this was really positive. The children spoke positively about the games he lead and they looked forward to taking part each week. <u>After school club – Y2, Y3 and Y4</u> The club was full again and different children attended who had not stayed after school before which was good to see. Lots of positive comments received: It's fun, we played lots of games and they were different every week We played games it was fun and you really wanted to go, you weren't bored. It's interesting because we learned new skills every week. We learned the 'W' when you're catching a big ball and the spider web when you catch a tennis ball. We played a lot of new games. We learned to listen. We learned to do the flick to throw a ball. We did different throwing skills like underarm and overarm and the Nike tick.</p> <p><b>Term 2a</b> <u>Lunch club</u></p>

The coach provided a range of games and included a large number of children. These varied each week and included football plus another option to increase the number of children who participated. Football focused on the rules and fair play with is really important to support behaviour and attitudes and lunchtime  
After school club – Y4, Y5 and Y6

The club continued to attract a large number of children. Not completely full but numbers increased each week. Sessions included lots of different indoor and outdoor games and continued to work on following the rules, taking turns and fair play as requested to support behaviour at lunchtimes.

**Term 2b**

Lunch club

The coach supported on KS2 and generally refereed football. This was helpful to ensure the rules of the game were reinforced but we found the same children took part every week and these were children who would already have been active during lunchtime. We also found that children who did not get their own way during the game stopped playing and started their own game however the coach interacted with these children to find out why they had left the game and this helped to reinforce the rules and the importance of fair play. As two coaches were in school, we feel that this support could have been used better and two different games could have been implemented during this time. This was suggested by school staff but never acted upon by the coaches.

After school club – Y1, Y2, Y3, Y4

Year 1 children were invited to take part in the club this term and the coach worked hard to ensure that all children who attended were fairly included which is not easy given 4 year groups are involved. All sessions were full and children spoke positively about the games they played. The games were quite repetitive but the children enjoyed the sessions and had a good understanding of the different roles and the rules of the games which is positive.

**Term 3a**

Lunch club

This support wasn't as effective as it was previously. Two coaches attended every week but one stood and watched and she did not engage with the children or deliver any activities which was frustrating. Sections of each session appeared to be supervision rather than sports delivery which was discussed with the coach.

After school club – Y1, Y2, Y3, Y4

The club was well attended again this term and lots of games were played, though these were usually the same games each week. The children spoke positively about the sessions and they enjoy playing these games and they have a good understanding of the rules.

**Term 3b**

Lunch club

Staffing has been inconsistent and the quality of coaching on offer during lunchtime has been varied. School staff have been required to intervene and give direction on a number of occasions and were informed by one coach that it was, "too hot," to lead sessions with KS1 children at lunchtime.

After school club – Y4, Y5, Y6

Children continue to enjoy these sessions and they are well attended. The inconsistency in staffing did not have such an impact as the club tends to include the same games which the children enjoy.

Overall, the support we have received from AE Coaching this year, particularly since Christmas when our usual coaches were moved to different schools, has been very mixed. The staff we have worked with have not always had the high

							standards we expect from AE Coaching and our school staff have not always been able to benefit from the sessions as we intended.
<b>Street Games Day</b>		Y		Y	Y	<b>included</b>	All classes had a 45 minute session which, due to torrential rain, had to be delivered indoors. The session was delivered by Aiden and all classes provided positive evaluations of their session. After an inconsistent period of support from AE Coaching, this day was back to the high standard we expect from AE Coaching. The activities were adapted to ensure they could safely take place indoors and they were tailored to the age and ability of each class. Aiden has a lovely manner with the children and used his knowledge of each class to pitch each session appropriately. Children throughout school loved working with Aiden and all children were engaged and motivated.
<b>OPAL</b>	Y	Y	Y	Y		<b>£3000</b>	The initial training was completed however we do not feel that this is right for our school. Next academic year, we will continue to develop active playtimes and lunchtimes in our own way and we have withdrawn from the OPAL programme.
<b>1 full day of Hoopstarz to be delivered in school by specialist coaches</b> <ul style="list-style-type: none"> <li>• <b>Staff CPD</b> <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> </li> </ul>							<p>Class 1</p> <p>The children in Donaldson class enjoyed the Hula Hooping session. It has been an engaging and exciting opportunity for all of the children to be active, exercise and master their Hula Hooping skills. The children have been boosted with energetic emotions and had a lot of fun!</p> <p>Class 2</p> <p>The session was very engaging and the children enjoyed the variety of fast paced activities. Tracey was very friendly and had a great manner with the children.</p> <p>Year 3</p> <p>The session was positive and the coach taught the children new techniques which were different to last year. It was well organised and she had lots of patience especially with the children who found it tricky.</p> <p>Children responded positively: I really enjoyed the session. It was good because we learnt how to hula hoop properly and not just move it from side to side. We learnt how to do tricks on it. The coach was very good at showing us new tricks. Tracy was very skilful. We did lots of different things so we didn't get bored and we made a hula hoop house which was really funny.</p> <p>Year 4</p> <p>Our session was an incredibly engaging and challenging experience. From the very beginning, it was evident that the instructor had set high expectations for all children, fostering an environment of growth and excellence. One of the standout aspects of the session was its engaging nature. The instructor employed a variety of interactive and creative teaching methods that kept everyone involved and excited throughout the entire session, even those who aren't usually keen on PE lessons. Whether it was through fun drills, friendly competitions or team activities, every moment was filled with energy and enthusiasm. This approach not only ensured that the children remained focused but also made the learning process enjoyable and memorable. Furthermore, the session presented a series of challenging tasks that pushed each individual to their limits. The instructor skilfully designed exercises that required the children to step out of their comfort zones and explore new techniques and strategies. It was refreshing to witness the emphasis placed on personal growth and development, as it encouraged the children to surpass their own expectations and strive for continuous improvement. The challenges presented not only built their physical skills but also instilled a sense of resilience and determination however, it is worth mentioning that some children noticed that the session covered similar skills as the previous year. While the revisiting of certain concepts may have been disappointing for those seeking</p>
	Y	Y	Y	Y		<b>£275</b>	



						<p>entirely new content, it is important to acknowledge that repetition plays a vital role in reinforcing fundamental skills. Mastering the basics is crucial for building a strong foundation in any discipline and reviewing them can lead to better overall performance in the long run.</p> <p>Year 5 The session was fast paced and lots of active learning took place. There was a quicker recap of skills from previous times this year compared to previous years because there were new things to add this year. The children all had a go. There were clear rules and guidelines given at the beginning of each set of activities and the coach had high expectations. All the children seemed to enjoy the session. One child who is new to school had never done Hoopstarz before but had a good go once he had been carefully shown what to do. Overall, this was a really positive session.</p> <p>Year 6 This was another brilliant session and all of the children were active from start to finish. The children had opportunities to recap prior skills then apply these to create their own sequence to showcase their learning over time. They then play hula hoop house dodgeball which was new. It was a great cardio workout which all of the children enjoyed and Tracey was fab as always. A very worthwhile session.</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	Y		<p><b>£0 Not charged</b></p> <p>Due to unforeseen Skipping School circumstances, this event was postponed and will take place next academic year</p>
<p><b>Skip into Spring project</b></p>	Y	Y		Y		<p><b>Event free £ 120 bus</b></p> <p>It has been lovely to take part in the Skip into Spring project and children across school have enjoyed developing their skipping skills. Lots of positive comments have been received from children and staff throughout school and successes have been shared with families via dojo and the website.</p> <p>Y5 The skipping festival was a very well organised event that was engaging and enjoyable for all children in the class. The atmosphere of the whole event was that of a celebration and the positivity around skipping ensured that all were able to have a good time - even those children who in school would say that skipping is not their thing. The individual challenges inspired the children to track their own personal bests and then the paired and whole-class activities encouraged teamwork. I would definitely be keen to attend any similar sessions in the future.</p>
<p><b>Contributions to after school gymnastics club</b></p>		Y	Y	Y		<p><b>£ 180</b></p> <p><u>Term 1a – Y4, Y5 and Y6</u> Spaces filled slowly and 12 children were attending by the end of the half term. The coach engaged the children and sessions were really fun. Children made progress quickly and support was given to children where needed to develop their skills. A MAT child was identified by the coach and was encouraged to attend a club which caters for children of a higher gymnastic standard. Children spoke positively about the club "It's really fun and the coach is really nice" "I like it because we do fun activities which challenge us"</p>
<p><b>1 full week of Bikeability Training to be delivered to children in Y4 and Y5 by specialists</b></p>		Y	Y	Y		<p><b>free</b></p> <p>Level 1 training was completed by 20 children which is much higher than it has been in recent years. Basic skills were good and comments on the certificates</p>

Sessions help develop the skill of riding a bike safely on the roads						and those received verbally from the instructors show that many children are competent riders.  Level 2 training was completed by 24 children. Again, positive feedback was received both in person from the instructors and in writing on their certificates and children demonstrated good road safety and good riding skills.  A worthwhile project which was particularly successful this year.
<b>Funding to cover the cost of transport</b> to and from festivals and competitions Transport will allow more pupils to participate in inter-school competitions				Y	£ 2025	Tri Golf Y3 and Y4 = £165 Gymnastics Y1 = £85 Team Building Y4 £165 Multisports Y3 £85 Bear Hunt Festival Reception £165 Invasion Games Y1 £165 Tag Rugby Y5 £165 Durham Dash £200 Tennis Y3 and Y4 £165 Disney Festival Y1 £85 Striking and Fielding Y2 £85 Cricket Y3 and Y4 £165 Quidditch Y5 and Y6 £165 Reception Superhero festival £165
<b>Funding to cover the cost of Supply Cover to release the PE lead from class</b> 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			Y	Y	£0	The PE lead is also DHT so these actions take place during management time when class cover is already in place.
<b>Funding to purchase resources to develop PE provision across school</b>		Y		Y	£328	High levels of spending in previous years mean that we have a good bank of resources already in place so minimal spending was needed this year. A full audit was completed but gaps were not found. The amount listed was spent on gymnastics resources following the latest safety audit where some existing mats were found to have ripped/damaged corners.
					18084	
					This is an overspend of £360	

Bus Size	Sole use	2 schools sharing	3 schools sharing
<b>24 – 34 Seater</b>	£150	£80 each	
<b>39 – 57 Seater</b>	£165	£85 each	£65 each
<b>57 + Seater</b>	£240	£125 each	£90 each

### Year 6 Swimming Data 2022-2023

<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>63%</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>56%</b>
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	<b>54%</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>