



St. Anne's CE Primary and Nursery School

Sport Premium Impact Report 2020-2021

September 2020

Minds to learn, hearts to care.



Jesus replied: "Love the Lord your God with all your heart and with all your soul and with all your mind." This is the first and greatest commandment.

And the second is like it: "Love your neighbour as yourself." *Matthew 22:37-39*



*Our school vision is to be the best version of ourselves
that God created us to be - with minds to learn and hearts to care.*

Our values are the building blocks for strong foundations for lifelong learning and lifelong faith.



Vision and Values

Our school vision is to be the best version of ourselves that God created us to be – with minds to learn and hearts to care.

Who are we as a school? This is our deeply Christian vision which is firmly rooted in the bible.

Jesus summed up his most important teaching by quoting the greatest commandment – love the Lord your God with all your heart, with all your soul with all your mind. And love your neighbour as yourself. (Matthew 22v37-39) At St Anne's our vision is for everyone who is part of our school community to live life to the full and to treat everyone with compassion and respect.

This vision shapes all we do and helps us understand who we are as a school, why we are here, and then how we live. Our values are the building blocks for strong foundations for lifelong learning and lifelong faith.

Why are we here? These are our values:

Loving God with all of our heart

We want everyone at St Anne's to be the best version of themselves. We believe this is about everyone being authentic, open and honest.

We are dedicated to continuous improvement, challenging ourselves, celebrating our successes and always aspiring to be "the best we can be".

To enable each child and adult to flourish and achieve.

Loving God with all our soul

We want to nurture the spiritual life of everyone in our school family recognising that "spirituality is like a bird; if you hold it too tightly, it chokes; if you hold it too loosely, it flies away. Fundamental to spirituality is the absence of force." Rabbi Hugo Gryn

To promote our Christian ethos and values through lively, intelligent and creative participation.

To provide an inviting, inclusive school environment where all members of the school community, of all faiths or none, are valued, respected and care for one another.

To encourage and develop links between the school, home, our parishes and the local, national and global community.

Loving God with all our mind

To provide a high quality and nurturing learning environment.

To be dedicated to continuous improvement, challenging ourselves, celebrating our successes and always aspiring to be "the best we can be".

To enable each child and adult to flourish and achieve.

How then do we live? All of this shapes our school life.

Daily collective worship is at the centre of school life and enables children to experience the diversity of Christian practice and tradition.

High quality, effective, academic religious education allows pupils and adults alike to flourish.

Throughout all our school life our Christian vision and values promote social and cultural development through the practice of forgiveness and reconciliation. They encourage good mental health and enable children and adults, whatever their background or ability, to flourish and live well together.

The vision is used to ensure our policies, curriculum and extracurricular opportunities meet the academic and spiritual needs of all learners.

We describe all our activities in terms of how the vision and values inspire our whole school community, children and adults, to engage in social action and to be courageous advocates for change in their local, national and global communities

Our Christian vision supports the character and moral development of all pupils and adults, giving them aspiration for themselves and hope for the communities of which they are a part. It fosters dignity and respect, enabling everyone to be the person God created them to be, to achieve the most they can, and to inspire hope for others in the local community and beyond.

Sport Premium Report

September 2020

Statutory Requirement:

- Maintained schools, including those that convert to academies, **must publish, on their website**, information about their use of the Primary PE & Sport Premium
- Schools should publish:
 - the amount of premium received;
 - a full breakdown of how it has been spent (or will be spent);
 - what impact the school has seen on pupils' PE and sport participation and attainment
 - how the improvements will be sustainable in the future.
- schools should also consider how their use of the premium is giving pupils the opportunity to develop a healthy, active lifestyle.
- The Primary PE and Sport Premium must be used to *fund additional and sustainable improvements* to the provision of PE and sport, for the benefit of primary-aged pupils, in the 2018/19 academic year, to encourage the development of healthy, active lifestyles.

Grant Conditions 2020-21

St. Anne's was in receipt of £17,840 for the 2020-2021 academic year

Increased confidence, knowledge and skills of all staff in teaching PE and sport

Actions	Impact on pupils	Sustainable considerations
<p>CPD package from PE specialists Education Enterprise.</p> <p>1 to 1 team teaching with staff.</p> <p>Refined assessment system in use.</p> <p>Upskilling of newly appointed staff in curriculum delivery.</p> <p>Increase quality resources for P.E. delivery</p>	<ul style="list-style-type: none"> Increased progress across core task completion. Increased %age of pupils working at or above expected standards in KS2- eg. Athletics (sportshall and outdoor) Y3 35%, y4 40%, y5 40% and y6 40-45% above expectations depending 	<ul style="list-style-type: none"> Developing pedagogy strengths across the school, sharing good practice and developing teacher confidence. Development in practical elements of practice.
<p>Activate membership of YST and access support from secondary colleagues.</p>	<ul style="list-style-type: none"> on the discipline in question. Greater understanding of higher level skills and thinking -success of county standard level 3 teams, swimming, xcountry, tag-rugby x2 athletics, sportshall athletics and netball and individuals support this. Better resources that suit needs of pupils Wider range of support through training opportunities 	

Increasing participation through broader range of activities and competitive opportunities (within curriculum and extra- curricular)

Actions	Impact on pupils	Sustainable considerations
<p><i>e.g. Transport to L2 and level 3 school games events (KS2) and festivals (KS1) Enter a wide range of competition and festival across the ability spectrum. Enter Newly introduced SEND events. Enter extra-curricular leagues, football is ongoing with the possibility of netball and after school tag-rugby, dodgeball, competition. Extended opportunities for all pupils through new package with Education Enterprise.</i></p> <p><i>Increase access to the MUGA by installing a pathway from the playground and so improve % usage.</i></p>	<ul style="list-style-type: none"> • <i>Increased confidence and communication skills</i> • <i>Increased understanding of fair play, sportsmanship an etiquette</i> • <i>Understanding how to win and lose in sporting manner.</i> • <i>Development of high end skills in level 2 and 3.</i> • <i>Development of lower achievers in intra-school games and competition and festivals.</i> • <i>Greater access to festival style games.</i> • <i>Greater access to after school leagues.</i> • <i>Waterlogging which prevents access is a huge issue.</i> 	<ul style="list-style-type: none"> • <i>Sharing transport costs with local school.</i> • <i>Update and maintain relevant equipment.</i> • <i>Introduction of 2 additional areas to school repertoire – golf and handball resulting in a wider appeal for all pupils.</i>

Enabling ALL pupils to reach the performance levels they are capable of

Actions	Impact on pupils	Sustainable considerations
<p><i>Provide quality curriculum</i> <i>Provide lunch time and after school clubs</i> <i>Provide intra school opportunities</i> <i>Provide inter school opportunities</i> <i>Provide level 3 opportunities</i> <i>Provide a greater choice of activities for pupils</i></p>	<ul style="list-style-type: none"> • <i>Increases skill levels for all pupils</i> • <i>Increased participation levels, lunch time typically 50-60 participants for games development and 6575% of classes engaged in young leaders</i> • <i>Competitive opportunities for all pupils- 80% of y6 represented the school at some point last academic year</i> • <i>Competitive opportunities for skilled pupils- all ks2 year groups involved in out of school competition and all of y2 involved in festivals</i> • <i>Competitive opportunities for elite performers- county honours for tag-rugby y5/6 and athletics</i> 	<ul style="list-style-type: none"> • <i>Continued CPD of I. Bland and other staff</i> • <i>Continued participation of pupils in activities</i> • <i>Increase in spending on equipment eg. Tri-Golf, new basket balls, howlers, team strips, dodge poles, football goals</i> • <i>Continued excellence in after school provision from hand-picked providers</i> • <i>Continued club progression.</i>
	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

Ensuring ALL pupils develop healthy lifestyles

Actions	Impact on pupils	Sustainable considerations
<p><i>Provide two hours of timetabled P.E per week for 100% of ks1 and 2. Provide all children with knowledge of healthy lifestyles.</i></p> <p><i>Provide all children with knowledge of healthy diet.</i></p> <p><i>Provide children with the FISCH project.</i></p>	<ul style="list-style-type: none"> • <i>Keep children active, develop skill levels and be able to explain how to warm up and cool down.</i> • <i>Children to be able to use knowledge to inform choices.</i> • <i>Increased education and knowledge for year 4 from FISCH project.</i> 	<ul style="list-style-type: none"> • <i>Maintain input</i> • <i>Implement and continue the role of the FISCH project</i> • <i>Continue with park and stride, cycling initiatives</i> • <i>Broaden access to provide cycling</i> • <i>Continue to use school games pledge system to improve participation</i>

PE and sport being used as a tool for whole school improvement

Actions	Impact on pupils	Sustainable considerations
<p><i>Ethos of sporting fair play and values used to underpin school values and phse.</i></p> <p><i>Communication skills promoted.</i></p> <p><i>Co-operation promoted.</i></p> <p><i>Problem solving promoted.</i></p> <p><i>Increased mental wellbeing and physical health through large scale participation in lunch time, after school and extra-curricular clubs.</i></p>	<ul style="list-style-type: none"> • <i>Children learn to respect all those involved, opponents, officials and the spirit of the game.</i> • <i>Children work communicatively in order to achieve a goal.</i> • <i>Children solve problems such as map reading/orienteering.</i> • <i>Multiple lunch time and after school opportunities on a daily basis.</i> • <i>Gardening club introduces new interests and experiences, teaching new knowledge concerning the natural world and patience (important much of life is instant payback)</i> 	<ul style="list-style-type: none"> • <i>Whole school approach to relevant values from all staff.</i> • <i>Continued emphasis of expectations at all stages of sporting development.</i> • <i>Continued use of cross curricular links (Geography) and use of geojourneys.</i> • <i>Enhance understanding of respect, fair play, pride and personal standards as an ongoing priority.</i>



<u>National Curriculum Swimming Pass Rate</u>		
	<u>2018- 2019</u>	<u>2019-2020</u>
% of Y6 pupils who can confidently swim 25m	88%	88%
% of Y6 pupils who can perform a self-rescue	88%	78%
	Of the 88% who can swim 25m:-	Of the 88% who can swim 25m:-
% of Y6 pupils who can use a range of strokes effectively	81%	78%



Physical Education Update for the Governing Board

Autumn 2019, Spring 2020

Change and the Way Forward.

The School Games Organiser.

For many years, the structure and the provision of both the School Sport Partnership (now defunct) and the School Games Organiser remained largely unchanged- events such as level 2 competition which led in turn to county level 3 events, run by Durham County Council, were timetabled over the course of the year and we knew which events were going to happen when. They fell largely into two groupings- the Winter Games, which ran from October to March/April and the Summer Games which ran from April to July. They were well organised, well attended and achieved their aim of developing high quality competitive sport and competitive performance.

The recent changes made to this system have had two main areas of impact. Firstly, only a few events include years 1, 2, 3 and 4, with the main focus being on years 5 and 6 and the festivals are few and far between and patchy at best. The previous system also meant that the Level 1 School Games, those conducted at school on a lunchtime or during after school clubs, would give those children who were not ready to perform in a highly skilled environment or were uncomfortable in a competitive arena the chance to participate and develop existing skills in a relaxed way.

In an attempt to remedy this, the School Games system which we had in place has changed- from this academic year many competitions have been dropped or shifted around and we have moved to a greater emphasis on festivals. The net effect of this is that while opportunity has increased for younger pupils and whole class involvement, the opportunities for those higher achievers have diminished. We now have no pathway for Tag Rugby for our year 5/6 teams, no pathway for our year 3/4 Quadkids athletics teams and no Summer Athletics cluster event and so with it the pathway to the county finals in which our children have always excelled. Also, Mini Tennis for years 3/4 has been downgraded and while the competition will continue at cluster level, level 3 progression has gone. This will have a detrimental effect on pathways which see children moving into clubs, progressing into district or county teams and events and the progress of those who are gifted enough to forge a career in sport.

Education Enterprise.

From September St. Anne's has signed up to a sporting programme run by Lewis Marr and his company Education Enterprise. It provides high quality, is well organised and is fully staffed. This is in addition to the school games. The package comprises festivals every half term during school time (mornings only) and after school competitions which are wide and varied. It will incorporate one or two of the competitions that have been dropped from the school games package outlined above but will not provide a pathway to level 3 competitions in as the school games did. The drawback for St. Anne's is that many of our students, those who are interested in sport and feel confident enough to engage in competition, are often involved with clubs outside of school and so can't attend events. The big plus with this package is that it allows our youngest children greater access to experiencing participation outside of our school environment and generally allows wider range of sports- Sportshall Athletics, Swimming, Boccia and Kurling, Orienteering, Multi-Skills, Netball, Tag Rugby, Football and Dodgeball as well as Cricket provided by Durham County CC.

Physical Education Update for the Governing Board

Autumn 2020

The Impact of Covid 19.

As we are all aware Covid 19 has had a profound effect on every aspect of school life. The impact on Physical Education and Sport has been huge with the complete suspension of all festivals, competitions and inter and intra-school opportunities. Education Enterprise have suspended all activities for the foreseeable future and our school games organiser has done the same. Bubbles within school don't allow for the mixing of pupils across year groups and all forms of contact sports and games are not permitted for obvious reasons. It has also had an impact on the way we can safely deliver P.E with children not being able to handle any equipment.

Whilst the Winter Games Programme was almost completed the week before lockdown, the Summer Games Programme was lost in entirety. Nevertheless, the swimming team won the Wear Valley and Teesdale competition, qualifying from 24 teams for the County finals which were due to be held at Freemans Quay the week after lock down commenced. In the Cross Country competitions, four of our team reached County finals and one of our children reached the Nationals which were due to be held near Nottingham and screened on T.V.

In return for this success, St. Anne's was informed by the School Games Association that we would retain the Sports Award that we had earned the previous year. Because of school ending so abruptly, data is extremely limited so it is difficult to have a definitive picture of achievements across the school year. However, last year's data also supported evidence towards achieving this award.

Swimming lessons were incomplete, as were participations across all summer sporting events. It is for these reasons that we will keep many actions outlined from last year.

Mr I Bland