



At Holywell Village First School we have high aspirations for our children to become well-rounded and responsible future citizens. They are happy, independent and have positive self-esteem. Our children have a thirst for learning. They are curious about the world around them and are confident to 'have a go'. They are reflective learners who persevere and demonstrate good communication and social skills. They are thoughtful, caring and kind.



Academic Year: 2020/21	Total fund allocated: £ 17144	Date Updated: September 2021		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				%
Intent	Implementation		Impact	24%
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
For all pupils, from Nursery to Year 4, to participate in 30 minutes +of physical activity per day	To implement the Daily Mile across the school so that every child runs for 10 minutes a day.	•£240 - Equipment (flags and yard cones with chains , launch day resources)	All pupils now run (or run/walk) for 10 minutes a day as part of the 30 minutes of physical activity a day in school.	Self-sustaining. The Daily Mile will now take place every day.
For all pupils, from Nursery to Year 4, to participate in 30 minutes +of physical activity per day	To implement the Daily Dance – CPD on Go Noodle –free street dance website	Free	All pupils dance for 10 minutes a day as part of the 30 minutes of physical activity a day in school.	Self-sustaining. The Daily Dance will now take place every day.
For all pupils, from Nursery to Year 4, to participate in 30 minutes +of physical activity per day	To install high quality play equipment to engage and enthuse younger pupils to play in ways which will develop their physical literacy: Climbing Balance Spatial awareness Related social skills Controlled risk taking.	£3800	Younger pupils now able to develop these skills as part of the 30 minutes of physical activity a day in school	Self-sustaining –equipment has a guarantee of years.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				31%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Use sport and physical activity to promote pupils' social moral and cultural development.	Holywell Village First School partner with Cycling Generation to plan and deliver a schedule of cycling activities. All Y4 pupils complete a skills session, two half day rides and a full day ride. The skill and fitness level required increased throughout the programme. All rides are completed within the area surrounding the school, so that children can access them outside of the programme.	<ul style="list-style-type: none"> •Richard Rothwell Cycling £1460 	Pupils ' confidence and competence on the bikes increased hugely . Their listening skills and ability to follow instructions has improved. Pupils have demonstrated excellent team work skills, as well as empathy and the ability to motivate and encourage their peers.	Some of the allotted time was for Dr Bike session, so that pupils have bike which are safe and road worthy and can be ridden safely out of school hours, using the agreed routes ridden within school activities- and beyond.
	Nursery and R children have participated in a programme designed to improve gross and fine motor skills. Initially pupils were assessed on their current ability levels, using a non formal play approach. Sessions were then manipulated to improve identified weaker skill areas, starting with gross motor skills such as posture, jumping, throwing and catching.	<ul style="list-style-type: none"> •Early Years motor skills programme: £1500 •EYFS gross motor skills wheeled equipment: £2400 	The children have shown that they have all enjoyed the sessions. The children now have a love of movement, they feel more comfortable moving. Movement and play have positive associations. By the end of the first term there was 100% engagement by pupils. Class teachers commented that the children really look forward to the sessions. The profile of PE	The motor skills programme will be sustainable over time through the production of resources and upskilling of staff. The cycling programme is only sustainable with continued investment.



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			and sport has been raised as a tool for whole school improvement.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				50%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
A high quality physical education programme focussing on developing physical literacy. Professional development opportunities to improve the capacity of teachers / practitioners. Support for the most and least able pupils.	PE and sport premium funding has been used to purchase a PE and dance resource for curriculum PE – Imoves. Staff continued to use these to create innovative, engaging and progressive lessons.	<ul style="list-style-type: none"> •Imoves PE and dance package: £840 •PE equipment: £2500 	PE curriculum map, scheme of work and lesson plans. Pupil PE assessment data. Imoves resource. Teacher feedback and evaluation forms. Evaluations from the Imoves cpd rated it as excellent. Teachers are using what they have learned and the resources to improve the quality of PE teaching in the school.	Curriculum resources have been developed which can be used in future years. Increased staff confidence and skill level in delivering PE will be maintained.
A high quality physical education programme focussing on developing physical literacy. Professional development opportunities to improve the capacity of teachers / practitioners. Support for the most and least able pupils.	KS1 and KS2 pupils participated in the Premier League Primary Stars Programme. Qualified coaches supported learning through problem solving and challenge games; providing professional development and continuing support for the class teachers.	<ul style="list-style-type: none"> •Newcastle United Foundation Primary Stars: £4200 	Pupils' physical literacy improved. Increase in pupils' participation, enjoyment and skill level. Enhanced life skills including communication, team work, fair play and leadership. Increased confidence, knowledge and skills of staff teaching PE. Teacher feedback. Week on week improvement in pupils' skill challenge scores.	Curriculum resources have been developed which can be used in future years. Increased staff confidence and skill level in delivering PE will be maintained.



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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				6%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Pupils need to experience a broader range of sports and activities so that they develop a range of skills and able pupils can be identified and pathways provided.	Weekly OSHL sports clubs have been provided free of charge to pupils, led by specialist coaches. Pupils were able to practice and improve their skills, and participate in a variety of competition formats	•OSHL coaching: £950	Broader experience of a range of sports and activities offered to all pupils (including rugby, tri golf, archery, multi skills, cricket). Pupils' skill and fitness levels improved. Increased engagement in regular physical activity. Some pupils who have never previously attended sports clubs either at school or in the community were engaged. Club registers and tracking info. Pupil feedback.	A culture of extra-curricular sport has been developed. It is now normal for pupils to remain at school beyond the school day. The cost of providing these activities would have to come out of the main school budget, or more likely be passed on to parents. The PE curriculum is designed to prepare pupils for competition.



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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	n/a included above
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Pre-covid target unable to be met due to restrictions on social distancing: New target –improve completion against self and within own class bubble.</p> <p>A broad range of sports and activities offered to all pupils. A programme offering regular club participation opportunities where pupils can learn about specific sports, receive age appropriate coaching and improve their skills. Increased participation in competitive sport.</p>	Pupils experienced new sports e.g. archery, rugby. Cricket and tri golf.	as Key indicator 4	Pupils have experienced a broader range of activities.	A culture of extra-curricular sport has been developed. It is now normal for pupils to remain at school beyond the school day. The cost of providing these activities would have to come out of the main school budget, or more likely be passed on to parents. The PE curriculum is designed to prepare pupils for competition.