

## Sutton Park Primary School Sports Premium Report

In the academic year 2019-2020 Sutton Park Primary School received £19,120 in sports premium funding provided by the government. The primary objective of the funding is to make additional and sustainable improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) that Sutton Park Primary already enjoys. This means that the Primary PE and Sport Premium should be used to:

- Develop or add to the PESSPA activities that your school already offer.
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.

In line with these expectations funding has been used towards the employment of subject specialist staff to work within Sutton Park Primary School. In September 2019 a self-review of PESSPA provision took place enabling Sutton Park to consider key achievements to date and priorities for this academic year to secure maximum, sustainable impact. Key priorities have been aligned to facilitate improvements against the DfE 5 key performance indicators which are:

- 1- Engaging pupils in regular physical activity- kick- starting healthy active lifestyles.
- 2- Raising the profile of P.E and school sport.
- 3- Increasing confidence, knowledge and skills of all staff in teaching P.E and sport.
- 4- Offering a broad experience of a range of sports and activities offered to pupils.
- 5- Increased participation in competitive school sport.

Review and reflection September 2019	
Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Full time sport coach and 2x sport apprentices has been recruited</li> <li>• Lunchtimes have become more active as a result of implementing the house system pupils have greater access to resources and play equipment</li> <li>• Partnerships developed with AVFC and a new school games partnership to facilitate great levels of competition.</li> <li>• Pupil participation tracker is now in place</li> <li>• Sporting achievements are celebrated across school and parents/carers engage positively.</li> <li>• All pupils participated in a school games day</li> </ul>	<ul style="list-style-type: none"> <li>• Improved confidence and competence of all staff delivering PE lessons in school</li> <li>• Increased opportunities for competitive school sport required</li> <li>• Increased opportunities for females to participate in PESSPA</li> <li>• Increased opportunities for children with SEND to participate</li> <li>• Further development and engagement of local sporting partnerships</li> <li>• A range of alternative and traditional sports to be offered to pupils during extracurricular provision</li> <li>• Monitoring and tracking of activity levels across <b>all</b> pupils</li> </ul>





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## Swimming and water safety

This year children in Year 3 swam for a total of 8 sessions over an intensive 2 week teaching course at a local pool funded fully by Sutton Park Primary school. Lessons were delivered by class teachers and swim instructors at the local pool. However due to COVID-19 school closures swimming provision has been heavily impacted with just one class receiving their scheduled swimming allocation during this academic year. Sutton Park are now working with the trust on a wider swimming specific action plan to ensure that pupils who have missed this year’s entitlement are given the opportunity to catch up as soon as possible. Sutton Park Primary will be guided by DfE and afPE guidance as to when it is safe to deliver school swimming during the 2020/2021 academic year.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	33.33%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	41.66%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	21.66%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way	No



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### KPI1: The engagement of all pupils in regular physical activity

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Intent	Implementation	Impact	Sustainability and suggested next steps
<p>To ensure that <b>all</b> pupils participate in 30 active minutes daily.</p>	<ol style="list-style-type: none"> <li>1. To recruit a full time sport coach and sports apprentice to support with PESSPA across school and during OSHL.</li> <li>2. To launch the Daily Mile</li> <li>3. Carry out a pupil PESSPA audit</li> <li>4. Invest in playground facilities to support active play during and after school (apply for additional grant for further financial support).</li> <li>5. Enhance the OSHL offering by providing active opportunities before, during and after school.</li> </ol>	<ol style="list-style-type: none"> <li>1. Subject specific staff are now in place providing pupils and parents with key points of contact for PESSPA. This has resulted in higher engagement levels and a higher number of pupils participating in PESSPA due to increased staff capacity. In house staff has also enabled greater accessibility for <b>all</b> pupils due to 90% of after school clubs being free of charge.</li> <li>2. The Daily Mile was not launched due to a cancellation because of school closures.</li> <li>3. Pupils offer feedback frequently to staff on PESSPA and requests can then be responded to <i>e.g pupils requested a gymnastics club to staff which staff then facilitated with external gymnastics specialist coaches.</i></li> <li>4. Following a successful grant application to the SCCT, SPP invested over £30,000 into fixed outside play equipment which was installed by Pentagon play. The installation of this equipment took place during the school closure period.</li> <li>5. On a weekly basis SPP have provided a daily breakfast club, lunchtime activities and over 8 after school clubs weekly. During breakfast club pupils have had the opportunity to participate in a range of PESSPA activities including archery. At lunchtime pupils know they can access a wider variety of PESSPA opportunities including football, tennis,</li> </ol>	<ol style="list-style-type: none"> <li>1. To recruit an additional apprentice to grow school capacity enabling pupils to access greater levels of PESSPA provision.</li> <li>2. Due to COVID-19 the planned launch of Daily Mile was cancelled. This should remain a key focus for 2020/2021 and should be launched as early in the academic year as possible.</li> <li>3. A pupil audit should be carried out upon return to school to gather insight into attitudes and feelings towards PESSPA following school closure period. This will help to identify the best ways to re-engage pupils in the new academic year.</li> <li>4. Pupils to be given access to all new outdoors equipment upon return to school in line with government guidance.</li> <li>5. SPP to ensure that active OSHL opportunities are available for every year group whilst keeping in line with DfE COVID-19 guidance. This needs to be monitored during the lunchtime break.</li> <li>6. Introduce a monitoring system for the lunchtime period that identifies the levels of activity during this period of time. This will be of increased importance following school closures due to COVID-19. Sports department to oversee this.</li> </ol>



<p>To raise the participation of females engaged in and participating in P.E.S.S.P.A across KS2</p>	<ol style="list-style-type: none"> <li>1. Set up and timetable dedicated girls only clubs</li> <li>2. Schedule frequent opportunities for girls only sporting competitions (L1 &amp; L2)</li> </ol>	<p>multi skills, dodgeball, basketball and netball.</p> <ol style="list-style-type: none"> <li>1. Female participation in sports has risen, there are now dedicated clubs and areas of each playground as decided by the participants for females only.</li> <li>2. Female engagement in competition has risen significantly</li> <li>3. SPP now have a girls only football and netball team who have both participated in competitive opportunities this year.</li> <li>4. Aston Villa Football Club delivered girls only coaching sessions free of charge for pupils to attend.</li> <li>5. Partnerships established with local charter standard grassroots football teams to promote female player development pathways.</li> </ol>	<ol style="list-style-type: none"> <li>1. A baseline questionnaire will provide clear insight into the identification of lower number of females participating in PESSPA across school.</li> <li>2. Providing 'female only' activity sessions will provide a safe environment for participants especially those who are trying a new activity or who are reluctant to participate in mixed gender activity sessions.</li> <li>3. The number of females participating in PESSPA in KS2 will increase by 25%</li> <li>4. Insight provided through the baseline questionnaire will enable sports department to respond to requests and/or trends identified accordingly.</li> </ol>
<p>To create and provide leadership opportunities for pupils in Years 4 &amp; 5</p>	<ol style="list-style-type: none"> <li>1. Recruit and train sports leaders in Years 4 &amp; 5</li> <li>2. Facilitate a dedicated weekly opportunity for pupils to learn and practice leadership skills with a mentor (sport coach).</li> </ol>	<ol style="list-style-type: none"> <li>1. 12 play leaders were recruited and trained in leading other pupils in playground activities.</li> <li>2. Pupils had weekly sessions facilitated during the spring term, unfortunately these were brought to an end earlier than expected due to school closures.</li> </ol>	<ol style="list-style-type: none"> <li>1. This must remain a priority for SPP given the time missed in the summer term. Pupils to be provided with opportunities to support practically where appropriate alongside supervising sport staff.</li> <li>2. Pupils given opportunity to represent their peers by feeding back to the school senior leadership team.</li> <li>3. Pupil leadership skills will be celebrated across school through awards assemblies.</li> <li>4. Pupils to be given opportunities to support peers alongside other leadership groups e.g peer mentors.</li> </ol>



**KPI2: The profile of PESSPA being raised across the school as a tool for whole school improvement**

Intent	Implementation	Impact	Sustainability and suggested next steps
<p>To ensure that all pupils received two hours of timetabled P.E per week and recognise the importance of P.E as a subject.</p>	<ol style="list-style-type: none"> <li>1. Work with the senior leadership team to establish a revised timetable ensuring that all pupils have an allocated 2 hours.</li> </ol>	<ol style="list-style-type: none"> <li>1. 2 hours of P.E is now timetabled for every year group. Pupils are now aware they have 2 P.E lessons per week.</li> </ol>	<ol style="list-style-type: none"> <li>1. Continue to timetable 2 hours per week where possible. This may not be achievable during Autumn 2020/2021 due to increased requirements for spaces in school however as soon as any guidance is amended for schools enabling a 2 hour timetable again this should be resumed immediately.</li> <li>2. P.E curriculum must be high quality T&amp;L ensuring staff are delivering revised schemes of work.</li> </ol>
<p>To implement targeted physical activity interventions for pupils experiencing challenges in accessing learning in the classroom.</p>	<ol style="list-style-type: none"> <li>1. Timetable daily physical activity intervention opportunities with a sport coach/apprentice</li> <li>2. Ensure that there are timetable after school clubs to facilitate pathways beyond the school day.</li> </ol>	<ol style="list-style-type: none"> <li>1. As a result of the physical activity interventions there has been a significant improvement in identified pupils accessing learning within the classroom. In addition to this there has been a significant improvement in behavior standards across school.</li> </ol>	<ol style="list-style-type: none"> <li>1. Physical activity interventions to continue for identified pupils where this is a supportive mechanism to help pupils access their learning in an enhanced capacity.</li> <li>2. PESSPA to continue being used as a vehicle to support whole school improvement.</li> <li>3. Pupils to continue to be positively recognised and rewarded for their contribution to PESSPA in and out of school.</li> </ol>
<p>To raise the profile of PESSPA amongst pupils, parents and the wider school community.</p>	<ol style="list-style-type: none"> <li>1. To ensure that all PESSPA updates and news is shared through the Head of School newsletter.</li> <li>2. PESSPA updates to be frequently shared on school social media</li> </ol>	<ol style="list-style-type: none"> <li>1. Pupils know that PESSPA related news will be shared with their parents and parents are encouraged to come and support their children within school during competitions.</li> </ol>	<ol style="list-style-type: none"> <li>1. PESSPA news to continue being shared through newsletter and online. This should focus on all activities being facilitated (e.g personal challenges) and not just those competitive opportunities.</li> </ol>





## KPI3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Intent	Implementation	Impact	Sustainability and suggested next steps
<p>To ensure that <b>all</b> staff receive subject specific professional development throughout the academic year to ensure the delivery of high quality PESSPA.</p>	<ol style="list-style-type: none"> <li>1. To provide 1-1 bespoke professional development opportunities for teaching staff through effective use of PACT P.E specialists and partnership work with SGO, AVFC and local secondary schools.</li> <li>2. To provide NQTS with safe practice training in line with school risk assessments and afPE guidance.</li> <li>3. To provide staff with access to P.E resources and schemes of work to support with the delivery of high quality P.E.</li> </ol>	<ol style="list-style-type: none"> <li>1. All NQTS were provided with 1-1 bespoke development alongside a subject specialist, NQTS also received training on safe practise through PACT subject leads. Positive feedback received by staff on the development received.</li> <li>2. A comprehensive programme of 1-1 professional development was scheduled for the summer term with the PACT trust leader for sport however due to school closures this was not carried out. This will remain a high priority for 2020/2021. Over the school closure period a P.E audit has been carried out identifying areas of priority for professional development in the 2020/2021 academic year.</li> <li>3. All staff were given training on and access to a revised curriculum to support with high quality teaching and learning.</li> </ol>	<ol style="list-style-type: none"> <li>1. Trust lead for sport to have greater capacity to provide professional development opportunities next academic year. Calendar of support to be shared with SLT.</li> <li>2. Professional development to be aligned to outcomes received from staff audit taken during summer term 2020.</li> <li>3. Safe practise training to be given immediately upon return to school in line with latest afPE guidance.</li> </ol>
<p>To recruit a train a sports apprentice in collaboration with school sport partnership and sporting futures.</p>	<ol style="list-style-type: none"> <li>1. Sports apprentice to be trained in partnership with sporting futures and Kingsbury school sport partnership</li> </ol>	<ol style="list-style-type: none"> <li>1. 2 sports apprentices have been recruited and trained on the community activator pathway. Apprentices have achieved level 2 NGB qualifications in addition to their apprenticeship pathway.</li> <li>2. Apprentices have facilitated OSHL opportunities, assisted in PE lessons and supported school competitions. Pupils utilise apprentices as a point of contact for PESSPA enquiries and they have made an excellent impact on pupil engagement this year.</li> </ol>	<ol style="list-style-type: none"> <li>1. 2 apprentices to continue being recruited at school next academic year.</li> <li>2. Apprentices to continue providing and when appropriate lead on PESSP related activities for the pupils.</li> <li>3. Apprentices to continue to receive mentoring support from trust lead and allocated tutor.</li> </ol>



## KPI4: Broader experience of a range of sports and activities offered to all pupils

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Intent	Implementation	Impact	Sustainability and suggested next steps
<p>To provide pupils with access to wider variety of PESSPA provision. Pupils will have a greater awareness of different PESSPA opportunities which will in turn increase engagement.</p> <p>To organise and facilitate trips to high profile sporting events to showcase to pupils opportunities for their involvement in PESSPA in their future to encourage lifelong participation and involvement in PESSPA.</p>	<ol style="list-style-type: none"> <li>1. To invest in a wider variety of PESSPA resources.</li> <li>2. To ensure that a timetable of OSHL is in place offering wider variety of opportunities with trained specialists where required e.g gymnastics</li> </ol> <ol style="list-style-type: none"> <li>1. To work in collaboration with local and national partners to offer low cost sporting trips</li> <li>2. To schedule high profile trips during the academic year.</li> </ol>	<ol style="list-style-type: none"> <li>3. Over £4000 have been invested into new PESSPA resources facilitate broader curriculum offer and OSHL offer. As such pupils have been able to participate in activities such as football, yoga, dodgeball, tennis, hockey, basketball, archery, athletics, multi skills, netball, rugby, table tennis, handball and cricket. Previously pupils were heavily engaged in football which resulted lower rates of overall engagement across school. Pupils now know they have access and opportunities to participate in a wider variety which has in turn increased participation and engagement levels.</li> </ol> <ol style="list-style-type: none"> <li>1. Pupils attended the BBL finals which took place at Arena Birmingham in January 2020. Following this pupils were inspired to participate in basketball and have shared their aspirations to play professionally in their future.</li> <li>2. A trip was scheduled to see England play at Wembley but unfortunately this was cancelled due to COVID-19.</li> </ol>	<ol style="list-style-type: none"> <li>1. Continue to ensure curriculum map is driven from pupils feedback to maximise engagement.</li> <li>2. Sport team to continue to provide daily opportunities to participate in wider variety of activities during the mid-day break to expose pupils to activities they may not have participated in previously and may not have chosen.</li> <li>3. Where possible to bring in to school external providers and specialists to facilitate participation pathways above and beyond the school day.</li> </ol> <ol style="list-style-type: none"> <li>1. To continue to arrange trips to high profile events wherever possible in line with government guidance.</li> <li>2. To consider how Birmingham 2022 can be a catalyst for participation and engagement for all pupils across school.</li> </ol>



### KPI5: Increased participation in competitive sport

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Intent	Implementation	Impact	Sustainability and suggested next steps
<p>To provide pupils with plentiful opportunities to take part in sporting competitions.</p>	<ol style="list-style-type: none"> <li>1. To implement a school sport competition calendar featuring opportunities for both level 1 and level 2 sporting opportunities.</li> <li>2. To establish new partnerships with local sports providers to increase the opportunities available.</li> <li>3. To utilise PACT schools to increase the number of competitions available across the trust.</li> </ol>	<ol style="list-style-type: none"> <li>1. School sport completion calendar is now in place, pupils are aware of when competitions are taking place and will request additional competitions to staff.</li> <li>2. Pupils have taken part in 50% increase in competition than the previous academic year.</li> <li>3. Pupils are aware of the expectations of representing their school and the desire to contribute to PESSPA in school has supported with whole school behaviour improvement.</li> <li>4. Following a successful grant application SPP have been awarded additional funding to purchase a school minibus to facilitate additional competitive opportunities.</li> <li>5. Parents have been actively involved in PESSPA throughout the year and shown positive encouragement for their children in participating in PESSPA at school.</li> <li>6. Sutton Park primary are now part of the Prince Albert community trust who facilitate frequent opportunities to compete across the trust.</li> </ol>	<ol style="list-style-type: none"> <li>1. School sport competition calendar to be in place from September.</li> <li>2. Due to potential restrictions in place pupils should have daily opportunities for personal challenges which are changed frequently to assist with maximum uptake and engagement levels.</li> <li>3. SPP should utilise partnership schools to participate in virtual competitions whilst restrictions are in place.</li> <li>4. A school games day should be scheduled for all year groups to take part in the summer term 2021.</li> <li>5. Senior leadership team and trust subject specialists to consider and plan for how Birmingham 2022 can be used for whole school cross curricular learning opportunities in the 2021/2022 academic year.</li> </ol>

