



## Northbourne CE Primary School

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## Report on the use of PE premium funding, 2020-21

### 1. The PE Premium: Background and aims

- PE Premium funding is ring-fenced money delegated to schools to ensure they are able to fulfil the Department for Education's vision of all pupils leaving primary school **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.**
- The funding is provided to ensure schools achieve **self-sustaining improvement** in the quality of PE and sport in primary schools, securing improvement in the following areas:
  1. The engagement of all pupils in regular physical activity, kick-starting healthy active lifestyles
  2. The profile of PE and sport being raised across the school as a tool for whole-school improvement
  3. Increased confidence, knowledge and skills of all staff in teaching PE and sport
  4. Broader experience of a range of sports and activities offered to pupils
  5. Increased participation in competitive sport.

### 2. Use of the PE Premium at Northbourne to date

The funding is provided to ensure schools achieve **self-sustaining improvement** in the quality of PE and sport in primary schools, securing improvement in the following areas:

	Key actions	Key achievements	Planned changes
13-14	<ul style="list-style-type: none"> <li>To address <b>priorities 2 and 3</b>, PE Premium funding was combined with that from 2 other local schools and used to employ a full-time qualified secondary PE teacher.</li> <li>The Specialist PE Teacher taught alongside class teachers at Northbourne two days a week, modelling key teaching skills needed to secure good progress over a unit of work.</li> </ul>	<ul style="list-style-type: none"> <li>With input from the Specialist PE Teacher, the long-term schemes of work for PE were re-written and resourced fully.</li> <li>Teachers' subject knowledge and confidence in teaching PE increased significantly.</li> <li>The increased knowledge and skills of staff, and the enthusiasm modelled by the Specialist PE Teacher, ensured that more pupils became enthusiastic about being involved in sport and, as a result, many participated in a broader range of activities than was the case previously.</li> </ul>	<ul style="list-style-type: none"> <li>As teachers had developed confidence in leading PE lessons, the focus for the support was able to shift during the next school year, with teachers taking on a greater proportion of the teaching role during each session and the Specialist PE Teacher acting more as a coach / mentor for staff.</li> <li>To ensure sustained and lasting improvements, schemes of work for each of the planned PE units needed to be written collaboratively between with the Specialist PE Teacher and teaching staff.</li> </ul>
14 - 15	<ul style="list-style-type: none"> <li>Employment of the Specialist PE Teacher continued, allowing an ongoing focus on priorities 2 and 3; however, the focus of this role shifted to a coaching / mentoring one for teaching staff to encourage them to become fully confident in delivering all areas of the PE curriculum.</li> <li>This shift created additional time for the PE Teacher to lead involvement in sports competitions and tournaments (<b>priority 5</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Teachers were supported to take on a fuller role in PE lessons. Monitoring carried out by the Specialist PE Teacher showed that class teachers' practice in teaching PE was consistently good by the end of the school year.</li> <li>Schemes of work were written and embedded, ensuring the increased subject knowledge and improved planning for progression of skills could be retained in school should the use of the funding change.</li> </ul>	<ul style="list-style-type: none"> <li>The Specialist PE Teacher secured promotion to a different post at the end of the year, allowing the focus of the funding to be re-evaluated.</li> <li>At this point, staff were more confident in teaching PE themselves, but less confident in assessing pupils' skills and ensuring that plans secured sound progression in these; as such, this was planned as a focus for the following year.</li> </ul>
15 - 16	<ul style="list-style-type: none"> <li>Focus remained on <b>priorities 2 and 3</b>, with a PE teacher being seconded from a local secondary school specifically to support staff to develop an assessment system.</li> </ul>	<ul style="list-style-type: none"> <li>A new system for assessment in PE, in line with the removal of levels from the National Curriculum, was developed across Northbourne and two other local schools.</li> <li>This included video and film of pupils during lessons which can be used to exemplify the standard expected of pupils by the end of key year groups. Staff could then start to use these materials to make accurate judgements of pupils' attainment.</li> </ul>	<ul style="list-style-type: none"> <li>Spend to date ensured that staff were confident in planning, teaching and, increasingly, assessing PE. Discussions with staff suggested that the logistics of PE lessons – for example, setting up equipment ready to use right from the start of a session – was an obstacle to securing consistently outstanding provision, along with challenges in differentiating and assessing during the course of a lesson.</li> </ul>

16 - 17	<ul style="list-style-type: none"> <li>Working in collaboration with another local school, a PE Technician was appointed to work alongside teaching staff to deliver PE lessons, lead after-school activities and organise school involvement in local tournaments (<b>priorities 1 – 5</b>).</li> </ul>	<ul style="list-style-type: none"> <li>Lessons are able to start promptly as equipment is set up ready to use when children arrive.</li> <li>Teachers have support in differentiating activities as pupils can be grouped fluidly leading to effective support and challenge.</li> <li>A greater range of extra-curricular activities is offered to pupils, and UKS2 are now part of a local football league.</li> </ul>	<ul style="list-style-type: none"> <li>Review non-Games based elements of planned curriculum – specifically Dance and Gymnastics –to improve provision in these, including through contracting coaches and teachers where necessary.</li> <li>Continue to refine work of PE Technician to ensure this role is as effective as possible (funding for PE Subject Leader release time).</li> </ul>
17-18	<ul style="list-style-type: none"> <li>Employment of PE Technician continued throughout the school year, (<b>priorities 1 – 5</b>);</li> <li>Staff identified subject knowledge of Gymnastics / Dance as areas for further development; as such, a coach from an external company with Gymnastics expertise was contracted to support teachers in delivering these aspects of the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Team-teaching with PE Technician ensures that PE teaching by class teachers continues to improve due to enhanced subject knowledge, improved ability to differentiate lessons, and increased levels of activity during lessons enabled by resources being set up from the start of a lesson;</li> <li>Some classes benefitted from Gymnastics coaching, but this support was, overall, not of a sufficiently high quality and so was not extended.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to refine work of PE Technician to ensure this role is as effective as possible (funding for PE Subject Leader release time).</li> <li>Consider alternative ways of supporting teachers to deliver Gymnastics curriculum, in light of less successful approaches to this during this school year.</li> <li>Broaden curriculum offer for PE to ensure that greater numbers of pupils find a sport or activity which they enjoy (<b>priority 4</b>).</li> </ul>
18-19	<ul style="list-style-type: none"> <li>Employment of PE Technician continued throughout the school year (<b>priorities 1 – 5</b>);</li> <li>In addition, focus was placed on developing a broader range of sports and activities in more non-traditional school sports – archery, for example;</li> <li>PE Technician worked alongside senior leaders to increase the profile of sport within the school through, for example, greater use of inter-class competition;</li> <li>Gymnastics scheme of work was chosen to support teaching of this across the school.</li> </ul>	<ul style="list-style-type: none"> <li>Archery was a popular alternative to usual school sports and a number of children represented school in local tournaments. However, other activities (for example, Kung Fu) were harder to source and were not offered;</li> <li>PE Technician continues to ensure that class teachers have good subject knowledge of PE by teaching alongside and supporting with, for example, differentiation and support;</li> <li>Gymnastics scheme of work starting to be used effectively but requires further development.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to refine work of PE Technician to ensure this role is as effective as possible (funding for PE Subject Leader release time);</li> <li>Embed and refine scheme of work for Gymnastics;</li> <li>Review curriculum for Games and ensure this builds skills progressively from Nursery to the end of Y6.</li> </ul>

19-20	<ul style="list-style-type: none"> <li>• Employment of PE Technician continued throughout the school year (<b>priorities 1 – 5</b>);</li> <li>• TA with Gymnastics qualifications was paid to work alongside class teachers to teach Gymnastics;</li> <li>• Plans to use strategies to ensure children are more active throughout the school day were put in place.</li> </ul>	<ul style="list-style-type: none"> <li>• PE Technician continues to ensure that class teachers have good subject knowledge of PE by teaching alongside and supporting with, for example, differentiation and support;</li> <li>• Other priorities were not achieved due to the period of school closure meaning PE provision was not able to be delivered. Where still relevant, these will be carried into 2020-21.</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledging the barriers to delivering some forms of PE brought about by Covid, write a temporary, one-year PE curriculum focusing on games, health and fitness;</li> <li>• Ensure this plan is supported by well-sequenced, effectively planned medium-term plans, and teachers have skills needed to deliver these;</li> <li>• In the absence of external competitions and tournaments, consider how in-school competitions can be used as an alternative.</li> </ul>
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### 3. Swimming and water safety

Proportion of pupils who could swim confidently, competently and proficiently over a distance of at least 25m when they left Northbourne at the end of the last academic year	86%
Proportion of pupils who could use a range of strokes effectively when they left Northbourne at the end of the last academic year	86%
Proportion of pupils who could perform safe self-rescue in different water-based situations when they left Northbourne at the end of the last academic year	86%
Schools can choose to use the primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Has it been used in this way?	No

### 4. Planned spend, 2020-21

On 16<sup>th</sup> March 2021, the DfE announced that schools which had carried forward 19-20 PE Premium funding due to the impact of the Covid pandemic had longer than the initially planned 31.3.21 extension date to spend this funding, and could take until the end of the 20-21 school year to do so. As the majority of the funding devolved to Northbourne is used to cover staffing costs, all funding was spent as planned during 19-21.

When considering the spend of the PE Premium grant for 20-21, it was assumed that schools would remain open throughout the school year. However, within our Covid Risk Assessment, adaptations to the PE Curriculum and wider PE provision were needed:

- It was not possible to safely risk assess the use of the school hall for PE lessons, due to issues with ventilation and circulation of air. As a result, all PE activities will take place outside; this will have a short-term impact on the PE curriculum, as it will not be possible to teach Gymnastic and Games activities.
- As sporting tournaments with other local schools involve children mixing across their in-school bubbles, it is unlikely that competitions and events will resume, at least for the first part of the school year.
- It is not possible to risk assess swimming to a Covid safe enough level for this to resume as an element of the planned PE curriculum. As children swim in every Key Stage Two year group during their time at Northbourne, this does not affect the statutory entitlement to swimming teaching for any cohort; it is planned for swimming to resume for pupils in Y3 – 6 at the start of next school year (2021-22). *In line with the conditions of spend of the PE grant, costs of curriculum swimming are not taken from this funding.*

### Total delegated funding 2020-21: £18,620

Planned focus	Outcome indicator	Actions to achieve	Funding	Success criteria	Evaluation and next steps
Ensure that PE Technician sets up lessons and maintains equipment stocks, freeing up class teacher to deliver high quality teaching in PE	2, 3	Appoint, induct and train PE Technician	Core funding for salary of c.£19,000 (shared with Hagbourne Primary School) = £9,500  £1,000 for equipment replenishment	<ul style="list-style-type: none"> <li>• Lessons are set up so pupils are active right from the start of lessons</li> <li>• Equipment is of good quality, well-stocked and replaced when needed</li> </ul>	
Use skills of PE Technician and release costs for PE Subject Lead to review the planned Games curriculum, ensuring this builds skills systematically and sequentially	2, 3	Release time for PE Subject Lead and PE Technician; potential costs of new Games scheme of work	£1,500	<ul style="list-style-type: none"> <li>• Games curriculum is well-planned and builds skills systematically and sequentially</li> </ul>	PE Planning scheme of work has been purchased; funding will now be used as release time for PE Lead to consider changes to the curriculum guided by this resource.

Continue to broaden the range of sport activities which are taught as part of the PE curriculum to ensure greater numbers of pupils are motivated by physical activity	1,2,4,5	Contract local companies and providers to teach alternatives to traditional school sports within the taught curriculum  Links to Olympics in T6 through working with a range of providers to offer workshops (if possible within Covid restrictions)	£3,800	<ul style="list-style-type: none"> <li>More pupils, across the age range, have a sport or physical activity which they enjoy</li> </ul>	Due to Covid Risk Assessment, it has not been possible to host external visitors from Sept – T5; as such, it is planned to access this element of the funding to host workshops linked to the Olympics during T6 (dependent on Covid restrictions)
Ensure that opportunities for involvement in sport and activity are planned into the daily life of the school eg lunchtimes and breaktimes	1, 4	PE Technician and other staff to continue to lead lunchtime and after-school clubs	<p>Core funding for salary</p> <p>£500 for lunchtime equipment (£250 per age phase)</p> <p>£500 playground markings (Key Stage Two)</p> <p>£50 Sports Leader / Play Makers subscription</p>	<ul style="list-style-type: none"> <li>More pupils, across the age range, involved in high quality sport and PE activities during the school term</li> <li>Improvement in quality of lunchtime sport activities, and in leadership skills of Y6 pupils running these</li> </ul>	
Continue to develop involvement in local sport tournaments by increasing the number of these pupils compete it	1, 4, 5	PE Technician to lead all aspects of involvement in tournaments following training in this role	<p>Core funding for salary</p> <p>£500 management release time for PE Subject Leader (training, development and line management) and training costs for PE Technician</p> <p>Funding for transport to local events as needed £1k</p>	<ul style="list-style-type: none"> <li>Greater range of sports tournaments accessed due to responsibility for involvement in these not falling to class teachers / headteacher to organise</li> </ul>	Due to Covid Risk Assessment, it has not been possible to be involved in local tournaments up to the end of T5.
<b>Addition: Jan 2021</b> Due to constraints on outdoor space available to use for PE, some outdoor areas have	1,2,3,4	Purchase additional mats and other equipment needed for circuits	£1k	<ul style="list-style-type: none"> <li>Amount of curriculum for PE teaching can continue as planned as space is shared effectively.</li> </ul>	

<p>been used by two classes at the same time for PE teaching. To facilitate this, temporary adaptations have been made to long-term curriculum maps to ensure the space can be shared safely. Teaching in some age phases is now using a circuit training approach, requiring additional equipment to be purchased.</p>				<ul style="list-style-type: none"> <li>Quality of teaching of circuits in PE is good as appropriate equipment is used.</li> </ul>	
<p><b>Addition: Jan 2021</b> To enable children in Nursery, Reception and Y1 to be more active within their continuous provision, additional equipment for physical activities is needed.</p>	1,2	Purchase PE resources to support continuous provision as appropriate.	£770	<ul style="list-style-type: none"> <li>Physical Development Early Learning Goal is addressed more successfully and fully as equipment available supports this.</li> </ul>	
<p><b>Total spend planned, 2020-21</b></p>			<p><b>£18,620</b></p>		