

PE and Sport Premium Plan

2019-2020



Key achievements to date: September 2019	Areas for further improvement and baseline evidence of need: September 2019
<ul style="list-style-type: none"> • Bikeability for pupils in years 4-6 • Yoga bugs for KS1 • Lunchtime clubs: physiotherapy, golf, bikes and football • Weekly Dance lessons • Weekly swimming sessions for years 1-6 • In school competitions: orienteering and sports day • In school festivals: gymnastics and dance • Deaf event attended: cross country • Signpost sports events for the deaf to parents • Annual monitoring, repair and replacement of all sports equipment through Mercury Sports • Balanceability: build and appropriately store bikes, share digital resources for delivering activities with foundation and KS1 staff • CPD for all staff – based on PE lead training in active literacy and assessment 30 mins activity throughout the day in all classes outside of PE sessions • Audit resources 	<ul style="list-style-type: none"> • Support/training for new subject lead • Support/training for new teachers as required including active 30:30 to continue the development of this through school • Investigate games mark - apply May 2020 • Extend external events pupils take part in - link to school games mark, link to co-operative events • Monitoring of MTPs and progress Data • Extend Trim Trail • Yoga Mats • Lunchtime supervisors play training - AJ leading • Balancability - set timetable and cont to work with staff to ensure skills confidence. • Lunchtime clubs - can any further be added - what would the children like to see? • Climbing wall hire • Development of skills progression sheets for all areas of PE • Make links between pupils new 'house' system and PE events - sports day • barriers for play time

Meeting national curriculum requirements for swimming and water safety: July 2019	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?	71%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	71%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	71%
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. Have you used it in this way?	Yes/No

*Schools may wish to provide this information in April, just before the publication deadline.

Academic Year: 2019 -20		Total fund allocated: £16500		Date Updated: September 2019	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: 52%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £8700	Evidence and impact:	Sustainability and suggested next steps:	
<ul style="list-style-type: none"> All children will be able to explain how they keep healthy including what physical activity they are involved in and how this supports their mental and physical wellbeing. All children will be engaged in a wide range of physical activity both within and outside of PE lessons. All pupils will take part in 30 minutes of activity in addition to their PE sessions every day. All children will have the opportunity to partake in sporting and physical activities alongside children from other schools, widening the curriculum experience. Pupils gross and fine motor skills will be improved 	a) Extend outdoor trim trail to provide pupils with more opportunities to engage in physical activity in their play time. b)Purchase yoga mats so all classes can access and use as required c)Purchase storage space for bike helmets. d) Lunchtime supervisors training focusing on play skills. Discuss resources required. e)New subject lead training on active sessions. Subject lead feedback and provide support to all staff on creating active sessions. f) Trial the daily mile in Year 4 g) Playground dividers to split football, bikes and tennis at playtime h)Purchase gym mats.	£6200 £300 £200 £500 £1000 £500	Expected evidence and Impact a) Pupils being more active at playtimes due to a wider variety of equipment being available to them. b) Pupils being engaged in new activities. Pupils having more choice of ways to be active throughout the school day. Yoga being appropriately taught with the appropriate resources c) Resources stored safely and securely, protecting the children adequately and ensuring their longevity. d) Lunchtime supervisors more confident to engage the children in a range of play activities. Lunchtime supervisors have the resources that they require to do this. e) Number of active lessons during the school day continues to increase. Staff more confident on creating active sessions. f) Pupils achieving their 30 active mins every day. Improvements in focus in class. g) Pupils can safely take part in a wide range of activities at playtime safely.	Sustainability <ul style="list-style-type: none"> Equipment purchased can be used with all pupils and maintained for future years. Yoga mats can be used with all year groups and all children. Storage space will ensure helmet's longevity for future use. Training given to all lunch time supervisors to enable them to use trim trail and other equipment effectively with pupils. Subject lead disseminates training to other teachers to enable them to successfully deliver 30 mins activity throughout the school day. 	

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				3%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £500	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> The extra curricular activities for all groups of children in school to be widened. Pupils will be more active throughout the school day More staff will be involved in supporting or running lunchtime clubs and promote physical wellbeing. 	a) Develop play leader skills of lunchtime staff – to encourage them to engage pupils in active play b) Pupil survey - what activities do they want to try? c) Trophy - linked with 'house' system. Pupils working in teams to achieve. d) Link performance based sports events with the arts events and arts ambassadors, so that the profile of the dance and gymnastics festivals can be raised.	see above £500	Expected evidence and Impact a) Pupils are more active outside of PE lessons as lunchtime supervisors more confident to engage the children in a range of play activities. Lunchtime supervisors have the resources that they require to do this. b) Pupils voice - pupils having a choice about what clubs to do. Pupils talking about PE, sport and active learning in the 'What's happened' c) Pupils aware of the house competition. Pupils working together to achieve the trophy. Raises the profile of events like sports day. d) Pupils are more aware, when these events are happening and more prepared to be involved in performance opportunities.	Sustainability <ul style="list-style-type: none"> Lunch time supervisors able to engage children now and in the future Wide range of play and sports equipment purchased for the children to use. A variety of lunchtime clubs are available weekly including football, golf and cycling. Trophies can be used to motivate pupils for years to come.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				9%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £1500	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> • Staff will be extremely reflective about their practice, especially bearing in mind the needs of their deaf pupils. • Staff will confidently teach a variety of sports in line with the National Curriculum expectations and healthy and safety guidelines. • Staff will be more confident to assess, provide feedback and adjust plans to ensure all children progress to the best of their ability. • Staff will deliver policies and practices in accordance with school values and expectations. • The quality of teaching and learning will improve. 	<ul style="list-style-type: none"> a) New subject lead to attend suitable training (CPD) and disseminate findings, training and ideas to staff. b) Audit all staff's confidence and skills for teaching and supporting in PE sessions: analyse the results to see where the specific training needs are. c) Provide appropriate training sessions to develop all skills and confidence d) Creation of well sequenced and coherent skills progression map. Monitor and discuss MTPs for evidence of these skills as well as monitoring PE assessment data for evidence of pupils' progress. e) Provide teachers / TAs with support / team teaching opportunities with more experienced staff to improve their understanding of best practice for when teaching deaf children. 	£1500	<ul style="list-style-type: none"> a) New subject lead to disseminate training to all staff during CPD opportunities to allow staff to have up to date PE knowledge and strategies. Staff feedback - increased confidence. b) Subject lead aware of training needs and can arrange appropriate CPD to develop these areas. c) CPD will develop the skills of all staff to enable them to more confidently teach PE skills. d) Staff's planning shows development and an increase in confidence as they follow the progression grids. Assessment data will show pupil progression. e) NQT will be more confident to deliver independent PE lessons to a wide range of pupils within a range of sports and activities. 	<p>Sustainability</p> <ul style="list-style-type: none"> • Subject lead disseminating training to all staff to allow them to employ new strategies/techniques in their PE lessons. • CPD focused in the appropriate areas will develop the confidence and skills of staff to deliver a range of PE and sporting activities in the future.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				29%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £4700	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> All pupils will actively participate in sports and active sessions outside of PE lessons including being active for 30mins during the natural course of the day All pupils will have the opportunity to learn a new sport e.g. yoga, panathlon sports, archery Increased inclusion opportunities for our deaf pupils through networks, partnerships and extended school opportunities. Increased opportunities for children to be involved in competitive sports events. 	<ul style="list-style-type: none"> a) Additional lunchtime clubs b) Hire climbing wall as part of an activities day - external coaches to support. c) Foundation and Year 1 to take part in Balanceability activities. Year 4-6 to take part in learn to ride and bikeability. d) Participate in additional events offered by partners and network: boccia and kurling, bowling and swimming galas e) Enable all KS1 and KS2 children to swim each week, over and above core provision to enable children to reach their full swimming potential and give them the opportunity to achieve the end of KS2 objectives. 	<p>£1200</p> <p>£3500</p>	<ul style="list-style-type: none"> a) All pupils engaging in at least 1 lunchtime club Pupil voice - pupil feedback about what activities that have enjoyed. b) Pupils being engaged in new activities that they would not necessarily have access to outside of school. Pupils finding activities that they enjoy. Pupils taking on new challenges and feeding back about what they have achieved. c) All pupils developing their skills on a balacebike in preparation for riding a push bike and taking part in bikeability. Pupils developing safe cycling skills. d) Pupils take part in a wide range of sporting activities within inter-school competitions. e) Year 6 achieving all 3 NC swimming objectives Pupils from KS1 and 2 achieving swimming certificates. 	<p>Sustainability</p> <ul style="list-style-type: none"> Staff working alongside professionals means that staff skills and confidence to teach and support on a range of sports will be developed. Establishing links with partners for events means that events will continue to take place for all pupils in the future.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				7%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £1100	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> All pupils will have been involved in at least three competitions/festivals (internal and external) to apply their skills. All children will show evidence of improved BLP behaviours such as resilience, planning and collaboration. All pupils will show development of skills linked to competition eg sportsmanship, winning, losing, involving everyone, working as a team Our deaf pupils will have further opportunities for inclusion through sport through networks, partnerships and extended school opportunities. 	<ul style="list-style-type: none"> a) In school competitions to take place – gymnastics festival, orienteering competition, dance festival and sports day. b) Swimming gala with Harborne Baths– all students in Lower and Upper School to be involved in a swimming competition in the summer term. c) Swimming gala with Pentathlon – all students to be involved in competition with other deaf / hearing impaired pupils of all ages. d) Purchase certificates, medals and trophies for in-school competitions, including 'House' trophy for Sports day. e) Work towards completing bronze games mark f) Participate in additional events offered by partners and network: boccia and kurling, bowling and swimming galas g) Active and competitive reward trips e.g. bowling etc h) Competitive events with the Co-operative trust - including sports day 	<p>£100</p> <p>See above</p> <p>£500</p> <p>£500</p>	<ul style="list-style-type: none"> a) All pupils taking part in competitive events within school, in a range of disciplines. b) Pupils taking part in competitive swimming events to apply their learning. c) Pupils to compete against other schools against Deaf and hearing children. d) Pupil's competitive nature is encouraged as they strive to win the trophy and certificates. e) Pupils competing both internal and external competitions to achieve the Bronze Mark. f) Pupils develop sportsmanship and team working skills. g) Providing pupils with additional active experiences and encouraging them to achieve their personal targets. h) Links with co-operative trusts school strengthened, enabling staff to share good practice. Pupils engage in a range of competitive events. 	<p>Sustainability</p> <ul style="list-style-type: none"> In school competitions well set up and staff confident with how to run them each year to ensure the participation of all. Good relationships will be established with partners which enable competitions to continue to take place Certificates, medals and trophies to be used now and in future competitions.

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