

PE and Sport Premium Plan

2020-2021



Key achievements to date: September 2020	Areas for further improvement and baseline evidence of need: September 2020
<ul style="list-style-type: none"> • Yoga bugs for KS1 • Lunchtime clubs: physiotherapy, golf, bikes and football • Weekly Dance lessons • Weekly swimming sessions for years 1-6 (prior to COVID-19) • In school competitions: Gymnastics • Trophies purchased for in house competitions • Bronze Games Mark achieved. • Virtual sports day during Lockdown for all pupils • In school festivals: gymnastics and dance • Deaf events attended: cross country & Deaf dancer project • Signpost sports events for the deaf to parents • Annual monitoring, repair and replacement of all sports equipment through Mercury Sports • Extended Trim trail • Creation of progression documents 	<ul style="list-style-type: none"> • Liaise with School Games organizer re: virtual competitions • Extend external events pupils take part in - link to school games mark, link to co-operative events • Monitoring of MTPs and progress Data • 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 • Ensure staff are using PE and Dance progression documents • Make links between pupils new 'house' system and PE events - sports day • Barriers for play time • Every class participating in the Daily Mile • Investigate daily mile track for outside

Meeting national curriculum requirements for swimming and water safety: February 2020 (due to COVID-19)	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?	40%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	40%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	40%
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: 2020 -21		Total fund allocated: £16500	Date Updated: September 2020	
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: 56%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £9,400	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 	<ul style="list-style-type: none"> a) Daily Mile track 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) Every class participating in the Daily Mile f) Playground dividers to split football, bikes and tennis at playtime 	<ul style="list-style-type: none"> £7500 £200 £200 £500 £0 £1000 	<p>Expected evidence and Impact</p> <ul style="list-style-type: none"> 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) Pupils achieving their 30 active mins every day. Improvements in focus in class. f) Pupils can safely take part in a wide range of activities at playtime safely. 	<p>Sustainability</p> <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.

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. 	<ul style="list-style-type: none"> 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) Trophies - linked with 'house' system. Pupils working in teams to achieve. (Dance, Orienteering and sports day). 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. Deaf Dancer project. More events to follow. 	<p>see above</p> <p>£500</p>	<p>Expected evidence and Impact</p> <ul style="list-style-type: none"> 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. 	<p>Sustainability</p> <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:
				0%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £0	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. 	<p>a) Provide teachers / TAs with support / team teaching opportunities with more experienced staff to improve their understanding of best practice for when teaching deaf children.</p> <p>b) Support staff to utilize the Progression PE and Dance Progression documents in their weekly lessons.</p>	<p>£0</p> <p>£0</p>	<p>a) Staff will be more confident to deliver independent PE lessons to a wide range of pupils within a range of sports and activities.</p> <p>b) Staff's planning shows development and an increase in confidence as they follow the progression grids. Assessment data will show pupil progression.</p>	<p>Sustainability</p> <ul style="list-style-type: none"> • Progression grids can be tweaked and adapted to be utilized for the future. • Using the progression documents to develop staff's knowledge for the future.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				40%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £6550	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) KS1 Yoga Bugs (6 weeks) taught by external provision. e) Participate in additional events offered by partners and network: Penathlon,boccia, kurling, bowling (Can these be accessed virtually?) f) Enable KS2 children to reach their full swimming potential and give them the opportunity to achieve the end of KS2 objectives. 	<ul style="list-style-type: none"> £1200 £1500 £350 £3500 	<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 and achieve 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:
				>1%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £100	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"> In school competitions to take place (held virtually through recordings and TEAMS) – gymnastics festival, orienteering competition, dance festival and sports day. Potentially a Cross Country competition too. Purchase certificates, medals and trophies for in-school competitions, including 'House' trophy for Sports day. Continue working with School Games Organiser to achieve Bronze games mark Participate in additional virtual events offered by partners and network: boccia and kurling, bowling and swimming galas Active and competitive reward trips e.g. walking around the local nature reserves (Manor Park Farm) Competitive virtual events with the Co-operative trust - including sports day 	£100	<ul style="list-style-type: none"> All pupils taking part in competitive events within school, in a range of disciplines. Pupil's competitive nature is encouraged as they strive to win the trophy and certificates. Pupils competing both internal and external competitions to achieve the Bronze Mark, as well as competing against other schools with both Deaf and hearing children. Pupils develop sportsmanship and team working skills. Providing pupils with additional active experiences and encouraging them to achieve their personal targets. 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.