



**P.E. and Sports
Premium 2019 - 2020**

Primary PE and Sport Premium Report for 2019/2020

The Primary PE and Sport Premium is ring-fenced funding to be used by the school to achieve self-sustaining improvement in the quality of PE and sport in primary schools. It is important to emphasise that the focus of spending must lead to long lasting impact against the national vision that will live on well beyond the Primary PE and Sport Premium funding and benefit pupils both now and in the future.

The national vision is for: *“All pupils leaving primary school [to be] physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport.”*

In the academic year **2019/2020**, we will receive **£18,435**. This report was updated on **01/07/20**.

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none">• All children have two P.E. lessons per week• Any after school clubs are ran free of charge• After school clubs can vary throughout the year providing a wider coverage of activities available to children• P.E. teacher employed through secondary school to deliver high quality lessons for children and CPD to staff (not PPA time)	<ul style="list-style-type: none">• Renew and purchase additional sporting equipment to allow varied activities to run during break/lunch times and after school• Provide further CPD to TA's to increase activities available during break and lunch times• Children to attend more inter-school competitions• Organise more intra-school competitions• Continue to provide varied after school club, encouraging a wider selection of activities that appeal to more children• To further improve planning and assessment of PE for all teaching staff• To achieve the School Games Mark

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Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.	60%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	45%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	50%
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

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Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				54%
Intent	Implementation		Impact	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
1.1 Breakfast club – physical activities ran by school and support staff Break time – physical games and activities ran by school staff to promote Active 30;30.	Staff provide new games and activities to promote participation from all who attend. New equipment where needed for clubs to allow for varied activities.	£800 for equipment	More children beginning to be actively engaged. Children appearing more alert ready for the start of the school day. Increased confidence of older children who are assisting younger children during the activities. More positive behaviour choices witnessed at break times.	Regular breakfast club staff and children will be able to transfer skills/games to break times, encouraging more children to be active. Equipment will be purchased and replaced when necessary within the school budget. Next steps – to continue this next year to see full impact
1.2 Lunch time – To encourage children to engage in activity and to give children an aim to work towards.	Simon Carson coaches to teach a variety of sports on a lunch time with each class from Reception to Year 6 having designated time slots. School staff to also run physical games and activities.	£9000 £1000 for equipment	Children keen to join in with sports at lunch time. Behaviour disruptions were minimised. Children actively engaged. Due to Covid some of these sessions were unable to take place.	Continue to work alongside Simon Carson next year to ensure children are accessing a variety of different sports and are prepared for competitions .Next steps – organise intra-school lunch time competitions in preparation for inter-school competitions.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				4%
Intent	Implementation		Impact	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

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<p>2.1 Children to enjoy physical activity by engaging in non-competitive games to promote active 30:30.</p>	<p>The teaching assistant and new year 6 play makers to produce a rota and lead games/activities to children in key stage 1 and key stage 2 on a lunch time.</p>	<p>£700</p>	<p>The sports leaders enjoy the responsibility of leading games and have gained valuable leadership skills. They are keen to model positive behaviour to their peers. More children are active on a lunch time and are enjoying participating in activities lead by their friends. There has been a positive impact on behaviour on a lunch time as children are more productive.</p>	<p>The teaching assistant and year 6 sports leaders can pass on their knowledge and help a group of year 5 children to develop the necessary skills to take over their role in the 2020/2021 academic year.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				10%
Intent	Implementation		Impact	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>3.1 High Tunstall subscription - (secondary school) to provide children with high quality lessons and staff with CPD on how to deliver high quality lessons. Sessions delivered by qualified P.E. teacher.</p>	<p>Provide each teacher with CPD. TA's and HLTA's to be present in lessons along with the teacher and to receive CPD also.</p>	<p>£2000</p>	<p>Increased teacher confidence to deliver a higher standard of PE lessons independently. Increased subject leader confidence that a higher standard of PE lessons are delivered throughout the school. Children able to discuss and reflect on lessons taught. Increase in children's confidence and resilience and they know the value of working as a team or competing as an individual. Improved understanding of rules in a variety of sports.</p>	<p>P.E. Coordinator to assess where staff are placed next year and to discuss CPD with teachers before confirming with High Tunstall to ensure teachers receive the most relevant CPD.</p>

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			Children entered into an increased number of 'out of school' competitions. Increased number of children able to compete in competitions.	
3.2 High Tunstall subscription (b) – to provide CPD cluster sessions to P.E. Coordinator to enable the curriculum to be delivered effectively and efficiently to all children in accordance with government guidelines.	P.E. Coordinator to attend cluster meetings to receive guidance, advice and information relating to latest changes to the curriculum and funding.	(Included in £2000)	Curriculum subjects taught are varied across the year in accordance with guidelines. Funding and spends are documented and available on the school website.	P.E. coordinator to continue to attend meetings and share information with Health and Wellbeing faculty leader. Curriculum and CPD to be amended when/if necessary, each year.
3.3. Staff to feel more confident in teaching after school/lunch clubs.	Staff to receive CPD by observing external coaches during skipping and street dance/thai boxing sessions. CPD for lunchtime staff to support sports leaders lead activities on a lunch time.	See Key Indicator 4 See Key Indicator 2	Staff feel more confident in teaching skipping skills. Due to Covid19, the street dance and thai boxing sessions were unable to take place. However, the impact of street dance sessions for year 18/19 was effective in raising engagement and improving skills of staff.	Next step - Invite different sports coaches into school to extend staff knowledge and skills in a range of different sports. Offer CPD to different staff next year. Staff to deliver quality skipping during the 2020/2021 academic year so that children develop new skills and be confident in a range of sports.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				29%
Intent	Implementation		Impact	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
4.1 Children to become confident in sports they would not usually have the opportunity of experiencing.	Year 4 children to take part in 'Mr Skippy'. Health and Wellbeing staff to provide different opportunities for after school	£2000 Cost of external coaching sessions, competitions,	Children in year 4 began to develop their coordination and team work when working together on the skip dance. They were skipping during breaks and lunch times to	The children who actively engage in these sports will be able to pass on their new skills to their friends on break times and lunchtimes.

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	clubs. Weekly football coaching. Weekly external coaching session of 'street dance' and 'thai boxing'. All children in key stage 2 have the chance to access this session via a weekly sign-up sheet.	equipment and transport.	practice for the competition. Due to Covid19, the skipping sessions competition was unable to go ahead and the street dance/thai boxing sessions were unable to take place. Further opportunities for children to be exposed to a wider range of sports was not possible this year.	To open the opportunity for teaching afterschool clubs to all staff to allow children to be exposed to a wider range of skills. Next steps – to continue this next year to see full impact
4.2 After school clubs – ran by Simon Carson. To promote active children and interests in different sports. To prepare children for upcoming competitions.	Funding to be allocated for equipment where necessary. Arrange weekly 'thai boxing' and 'street dance' after school clubs with external coaches.	£2500 £800 for equipment	Children exposed to a wider variety of sports. Due to Covid19, these sessions were unable to continue. However, the impact of the sessions attended, was effective in raising engagement. Further opportunities for children to be exposed to a wider range of sports was not possible this year.	To open the opportunity for teaching afterschool clubs to all staff to allow children to be exposed to a wider range of skills. Next steps – to continue this next year to see full impact

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3%
Intent	Implementation		Impact	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

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<p>5.1 Attend cluster competitions as ran by High Tunstall school – to provide children with an opportunity to represent the school and compete against other children. To increase participation and enjoyment in team games and individual events.</p>	<p>To provide transport to and from the events and competition uniform if required.</p>	<p>£500</p>	<p>Children are gaining confidence in a variety of sports and are becoming more competitive. Unfortunately, many of these events were cancelled due to Covid19.</p>	<p>Continue to liaise with High Tunstall and attend competitions with the hope of attending the town finals. Next steps – to continue this next year to see full impact</p>
<p>5.2 Lunch time competitions – To encourage children to engage in activity and to give children an aim to work towards and promote teamwork and competition within school</p>	<p>Buy equipment to allow competitions on the field.</p>	<p>See Key Indicator 1</p>	<p>Children keen to join in competitions at lunch time. Behaviour disruptions have minimised. Children actively engaged in running around. Covid19 impacted ability to run competitions in other sports later in the year.</p>	<p>Organise regular competitions. Increase the range of sports e.g. cricket, rounders etc. Next steps – More competitions to take place next year in a wider variety of sports.</p>