

St Gregory's RC Primary School

Sports Premium 2019-2020



Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2019/20	Total fund allocated: £17,855.00	Date Updated: Summer 2020	Carry Forward: £4,557
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: %
Intent	Implementation	Imp act	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?
To ensure all the children in our school have access, knowledge or the resources to enable them to undertake at least 30 minutes of physical activity a day whilst in school.	To enable all classes to have access to the following movement programmes: Activate Prayers with movement French action rhymes Mindfulness stretches and poses Promote and use free internet classes such as Joe Wicks. Year Five to continue to run the Huff and Puff during break times to encourage activity. They will also promote games and skipping	£500	ALL pupils now understand that short bursts of exercise can be done throughout the day in smaller spaces and individually. They know that many exercises can be found on the internet and are often free. You don't need expensive equipment to be fit and healthy.
			Sustainability and suggested next steps: Daily activate sessions will be firmly embedded in school day. The children will start to access free exercise sessions on line at home. They will know the basic exercises such as sit ups. Burpees, squats etc and that they can be done anyway and are completely free.

	<p>to teach the younger children new activities to play on their own or with friends.</p> <p>To ensure the huff and Puff Leaders are trained and given a timetable.</p> <p>To ensure there is enough equipment to use.</p> <p>Children are taught new skills and games which they can practise at playtimes and outside of school which will ultimately increase physical level in both boys and girls across the school.</p>		<p>Children are playing more games and challenging themselves to targets outside in the playground.</p> <p>Timetabled sessions Observations Pupil conversation</p>	
To introduce the 'Daily Mile' to the school timetable.	<p>Meeting with the Daily Mile coordinator.</p> <p>Discuss with staff and implement routes.</p> <p>Build into timetables</p>		An initial meeting took place at the Sports Coordinator event but an individual school meeting did not happen due to circumstances within the school.	To discuss this with the newly appointed Head Teacher. Hopefully implement 2020/21
<p>A whole school 19/20 P.E. focus was:</p> <p>To have a whole school focus on skipping skills linked to sports days</p>	<p>To ensure strong progression of skills throughout the school especially in KS1 from the training delivered by specialist coach.</p> <p>The skills will link to a skipping competitive event for Y4 and Y2.</p> <p>Teacher and classroom support to</p>	<p>£1,365.00</p> <p>Various skipping events within the year</p>	<p>Training with Y4 took place and they entered the skipping competition.</p> <p>Y2 Training did not take place re Covid but skills still developed by class teacher.</p>	<p>On- going training in the yard.</p> <p>Observation of more children skipping during break times.</p> <p>Children choosing skipping including skipping with the longer ropes.</p>

	<p>stay in lessons to receive CPD training.</p> <p>All year groups will receive a specialist skipping session over a 1 day period to work with each class teaching them new skills.</p> <p>All classes will be taught skipping skills relevant to their Key Stage by either the teacher or the Huff and Puff leaders. Huff and Puff leaders will promote skipping within break times.</p> <p>Skipping ropes purchased.</p>		<p>Year Four children actively took part in skipping due break times and extra PE sessions took place to develop specific skills.</p> <p>Year Two skipping was developed by the Teacher using various skipping techniques to build their skills prior to training from the specialist coach.</p> <p>Children had the opportunity to buy their own skipping ropes as well as PE co-ordinator purchasing a range of skipping ropes to use in PE lessons and at playtime.</p> <p>Evidence of Huff and Puff leaders promoting skipping within break times.</p> <p>CPD for Year 2 and Year 4 teachers from skipping workshop. The Year Four children then use their knowledge and skills to implement this in huff and puff sessions in Year Five with all children.</p> <p>Observations</p>	<p>To develop this further as a target 20/21 due to Covid.</p> <p>The trained children will train younger children and maybe set up a skipping award scheme.</p> <p>Many children bought their own skipping ropes to use at home or in school.</p> <p>Y2 and Y4 teacher up skilled in Teaching skipping.</p>
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			Pupil conversation	
Continue to encourage walking, scooting and cycling to school.	Through newsletters and links to government initiatives.		<p>Increased numbers took part in the bike to school week.</p> <p>Cycling proficiency week – all children able to participated.</p> <p>Encouragement of younger siblings to ride, scoot to walk to school.</p> <p>Number of bikes and scooters in the bike sheds increased.</p> <p>More parents coming to school on bikes.</p>	Continue to work closely with children, parents and government initiatives to increase the number of pupils who use these methods to travel to school.
To develop netball and football skills.	<p>Netball training to take place for boys and girls at lunch / break times.</p> <p>Posts to be keep up when training not on and balls / bibs made accessible for all children.</p> <p>Enter into South Tyneside School Sport netball and football leagues to enable pupils of all the ages 9-11 to participate in festivals and competitions throughout the academic year.</p>	£230.00	<p>Entry into a Competitive Regional Events / leagues.</p> <p>Netball / football skills continually being developed.</p> <p>Increase in skilled netball and football skilled children.</p> <p>Pupils encouraged and sign posted to regional clubs.</p> <p>Fitness skills increased.</p>	<p>Continue to enter events and have the posts up in the yard.</p> <p>Balls and equipment to be readily available.</p>

<p>To develop and encourage the pupils to practise new skills at break and lunch time prior to and after entering competitive events.</p>	<p>Enter into St. Wilfred's feeder school events to enable pupils of all ages (Reception – Year 6) to participate in festivals and competitions throughout the academic year.</p> <p>Enter into South Tyneside School Sport Network events to enable pupils of all ages (Reception – Year 6) to participate in festivals and competitions throughout the academic year.</p> <p>To work with specialist coaches to develop skills and enter events.</p> <p>To work Bryan Levey and Rachel Lynch (SGO's) to enter Network and to confirm attendance to festivals. Netball Football</p> <p>To work alongside Helen Nutall and St. Wilfred's.</p> <p>CPD sessions with SAFC for Year Four and Year Three teachers.</p>		<p>Opportunities for classes to attend regular festivals and competitions.</p> <p>Informal lesson observations of sports coaches show teaching to be very good and outstanding.</p> <p>Class teacher P.E. knowledge and skills have improved.</p> <p>Pupils skill development has improved.</p> <p>Class registers show all children are participating.</p> <p>Classroom assistants knowledge developed due to observations.</p> <p>Participation in linked out of school clubs .</p> <p>Pupil Conversations. Class Registers Drop in's Timetable Lesson Plans Assessment</p>	<p>Children are taught new skills and games which they can practise at playtimes and outside of school which will ultimately increase physical level in both boys and girls across the school.</p> <p>Class Teacher and Classroom assistant are continually being further developed in their teaching and supporting PE lessons.</p> <p>Areas of any weaknesses in PE skill development can be identified and CPD offered.</p> <p>Specialist coaches will be able to identify areas of weakness in certain skills from the children moving into upper ks2 which could then be used as an area for development.</p> <p>Ensure classes are provided with opportunities to experience a variety of festivals.</p>
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<p>To timetabled PE sessions during the week (including specialist coaches) to ensure PE is regularly taught.</p>	<p>To ensure a timetable slot of hall or MUGA is available weekly for PE for each year group.</p> <p>To ensure all children participate.</p> <p>To provide a specialist coach for each year group.</p> <p>To provide resources and a scheme of work for lessons not taught by the specialist.</p> <p>To link out of school clubs to the sports taught in school and add different ones to develop skills.</p>	<p>£6,650.00</p> <p>£3,038.00</p>	<p>Planned engagement of all pupils in regular physical activity throughout the school.</p> <p>Focus on ensuring upper KS2 children are keen to continue to add sport into their lifestyle.</p> <p>An increase in the number of children accessing better quality PE lessons leading to an increase in children's ability and achievements in PE. (Good and outstanding lessons noted by PE coordinator)</p> <p>Pupils have been seen to be active, involved and enjoying their PE lessons. Verbal feedback from pupils is very good.</p> <p>New opportunities to learn a new sport/new skills lead by specialist coach.</p> <p>All pupils receiving PE entitlement.</p>	<p>PE within school will be of an increased quality and in line with the new requirements of the National Curriculum.</p> <p>Additionally, teachers will be made aware of Ofsted's criteria to achieve an outstanding lesson. An increased number of children will access better quality PE lessons leading to an increase in children's ability and achievements in PE.</p> <p>Ensure all year groups receive coaching.</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p>
				<p>%</p>

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To continue to keep all staff up to date of all new developments within PE.	Attend all PE coordinator meetings. Read new articles on the AFPE website and other websites. Feedback to staff regularly		Pupils will benefit from any new initiatives and up to date information on curriculum and club links Staff are kept up to date with new initiatives.	To continue to keep up to date any new developments within PE and feedback this information to staff through INSET or email.
To celebrate sporting achievements in the weekly assembly	Every week sporting certificates and trophies will be celebrated in the Monday or Wednesday assembly. Ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to get involved. Achievements celebrated in assembly and classrooms. Introduce a weekly Sports Award	Trophy Certificates £150	Increased number of children entering events, clubs and sharing news of their success. The profile of sporting achievements in school will be raised.	Ongoing celebration assemblies to showcase certificates and trophies. Pupils encouraged to achieve success in PE.
To share the success of sporting role models with the school community.	Invite local sporting personalities into school so pupils can identify with their success and aspire to be a local sporting hero. Continue to work alongside -Show racism the red card football link and Newcastle basketball link. Newcastle Eagles basketball links via KM.	Donations	To inspire the children and encourage participation into more activities and to show the children that sporting personalities come from all walks of life.	See who contacts the school and find any links which the children are interested in. Invite sporting personalities from other sporting professions to ensure a wide range. Possibly Athletics / Dance

To raise the importance of sport in school by adding a notice board in hall to raise profile of PE and Sport.	Create a display board in the hall with photos from current PE lessons or events. Children to add comments or writing to match.		The displays will promote PESSPA and the children and staff will both be involved.	Regular Updates

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To ensure the all staff in school are given the opportunity to develop their confidence, knowledge and skills in teaching PE and sport by working alongside a specialised PE coach.	<p>Employ two specialist coaches to work in school alongside the class teacher.</p> <p>Teachers will be provided with CPD in areas of the curriculum and other areas. On occasions they will work with smaller groups to excel specific P.E. skills in upper KS2.</p> <p>One specialist teacher will work with the KS1 teachers and class to further develop teacher knowledge and improve the skills of pupils.</p> <p>Specialist coaching to work alongside teachers in lower key stage Two.</p> <p>KM to coach Year Five. CW to coach Year Six. SAFC to coach Year Three and Four.</p> <p>On occasions half the class for each session for specialist input.</p>	Figures added above.	<p>Informal lesson observations show teaching to be very good and outstanding.</p> <p>Class teacher P.E. knowledge and skills have improved.</p> <p>Pupils skill development has improved.</p> <p>Class registers show all children are participating.</p> <p>Classroom assistants knowledge developed due to observations. Participation in linked out of school clubs .</p> <p>Pupil Conversations. Class Registers Drop in's Timetable Lesson Plans Assessment</p>	Teachers will continually be developed to enable them to teach their own lessons more effectively.

	Teacher / CA to observe specific lessons to develop own skills when either delivering or supporting within a lesson. To encourage children from the year groups to attend out of school clubs.			
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
%

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To carry out a P.E. resource audit of the full school for safety and renewal of equipment to ensure there are enough resources for a range of sports and activities.	The purchasing of new equipment will enable staff to teach better PE lessons and skills and allow them to broaden the range of PE activities and skills developed within those lessons	£765	Receipts To purchase new equipment for PE lessons and playtime.	Staff will be able to teach better PE lessons and skills. The range of PE activities and skills will be broader.
To introduce new sports and build upon existing sports /skills.	Introduce a range of new skills on sports day. Introduce a new activity to all classes - Archery. New skipping skills	£300	Photographs ? Pupil conversation ? Receipts ? Timetable showing times of football, karate, summer games, gymnastics,	Continue to develop and further club links. These sessions equip children with skills they need to reduce anger, manage anxiety and build resilience. Teachers supporting will be able to take some strategies used to class

	<p>CW – range of new athletic skills</p> <p>KM – Games skill Development</p> <p>Develop dance skills</p> <p>Tennis</p>		<p>New opportunities to learn new sports /skills provided in both curriculum and after school clubs. Strong links also given in these clubs to clubs in the area.</p> <p>Opportunities for children to attend after school clubs and ultimately to improve chances of excelling in sports (clearer talent pathways)</p>	<p>and to future lessons delivered by themselves.</p> <p>Continue to offer a wide range of activities both within and outside the curriculum in order to get more pupils involved.</p>
<p>Focus on the children who are inactive and do not usually take up sporting provision provided at school and those children who develop to de- clutter their minds to make them physically and mentally stronger.</p>	<p>Mindfulness (Y6) links to SDP well being mental awareness.</p> <p>Arrange a pupil survey to ascertain what pupils would like.</p> <p>Involve external coaches to work with staff.</p> <p>Look at the registers of children attending sports / after school clubs.</p> <p>Send a questionnaire or ask children who do not attend the reasons why.</p> <p>Ask if they would like any other club which is currently not on offer.</p>		<p>Mindfulness sessions prior to SATS provides a time and space for our most vulnerable children</p> <p>With the addition of new clubs should lead to an increase in children participating in sport in school.</p> <p>WIDER IMPACT AS A RESULT OF ABOVE</p> <ul style="list-style-type: none"> • Increase in the number of children participating in lessons resulting in progress and achievement in curriculum PE improving year on year. • Most children enjoy PE and sport and want to get involved in more activities. 	<p>Focus particularly on those pupils who do not take up additional PE and Sport opportunities.</p>

			<ul style="list-style-type: none"> Pupils seem calmer and use strategies taught in lessons to reduce any worries. 	
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>To enter more School Sport Network events, school partnership competitions. .</p> <p>To enter multiple teams in a wide variety of different competitions and continue to develop partnerships with local clubs and providers</p> <p>To provide opportunities for classes to attend regular competitions against other local schools.</p>	<p>Ensure children attend festivals and competitions.</p> <p>Participate in football and netball events.</p> <p>School Sport Events.</p> <p>St. Wilfred's partnership</p> <p>Ensure travel to competitions is arranged in advance.</p> <p>Enter skipping competitions</p> <p>Work with Bryan Levey and Rachel Lynch to enter Network</p> <p>Liaise with Helen Nuttal St Wilfred link.</p>	£300	<p>Attending competitions and events allows more children to take part in physical activity.</p> <p>Competition and playing against other children develops increased confidence and knowledge.</p> <p>Receipts</p> <p>Competition and development in skills linked to events inspires and motivates children to participate. This has an impact on their academic studies through improved behaviour and output in lessons.</p>	Entry to the School Sport Network events, school partnership competitions and participation in a number of events will be ongoing.

<p>To ensure classes are provided with opportunities to experience a variety of skill development and inter competition. (Reception – Year 6) to participate in competitions with other schools throughout the academic year.</p> <p>Enter Football and Netball teams into leagues. Children will be given opportunity to represent the school in girls and boys football teams.</p> <p>- Introduce additional competitive sports (intra- level) to increase participation.</p>	<p>Confirm attendance to competitions.</p> <p>Ensure affiliation fees are up to date.</p> <p>Arrange friendly competition – intra school.</p>		<p>Linking to sports partnerships provides opportunities for classes to attend regular competitions against other local schools.</p> <p>SSP provides opportunities to enter Level 3 competitions if they excel in Level 2 competitions.</p> <p>Children will have an increased skill level in PE from better training and leadership resulting in an increased chance of success in competitive sport.</p> <p>These opportunities allow children to represent the school to compete against other schools in a competitive nature. This means more children are taking part in more physical activity with the added opportunity to be scouted to play at club level.</p> <p>WIDER IMPACT AS A RESULT OF ABOVE</p> <ul style="list-style-type: none"> • Improved standards in games in curriculum time due to development of catching and hitting skills. 	<p>- Introduce additional competitive sports (intra- level) to increase participation.</p>
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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.	26 pupils - 81%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	25 pupils - 78%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	25 pupils – 78%
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?	No

Signed off by	
Head Teacher:	Mrs A.Dunne
Date:	September 2020
Subject Leader:	Miss T.E. Watson
Date:	July 2020
Governor:	Mr M Peuch
Date:	September 2020