

Sports Premium Expenditure and Impact in 2019-2020

Provisional Plan (September 2019)

Expenditure	Amount
NUFC specialist provision to include: -Specialist coaches in all areas of PE teaching. -CPD and coaching for all staff and children over and above 2hrs of PE lessons. - Workshops and training for children, staff and parents on a range of areas e.g. nutrition, health lifestyles, boys' engagement with writing, racism and equality, gymnastics, dance and multi skills. Weekly clubs available to all pupils after school. KS1 and KS2 competitive competitions with other schools.	£10,000
Transport, kayaking course, additional sporting opportunities e.g. rock climbing, fencing and orienteering.	£4,000
Provision for staff to lead extra-curricular clubs before and after school.	£1,500
Outdoor equipment	£1,400
TOTAL	16,900
Funds carried forward 2020/2021 due to COVID 19:	3,000

Academic Year: 2019/2020	Total fund allocated: £16,900	Date Updated: 09/07/20
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		
Actions to achieve:	Evidence and impact:	Sustainability and suggested next steps:
<p>15 minutes' dance club every morning before school open to all year groups.</p> <p>PE lunch time clubs every lunch time for 30 mins led by PE Lead.</p> <p>Active 10 minutes throughout the day during lessons.</p> <p>At least two additional physical activity clubs offered to all year groups (free of charge) per week.</p> <p>Family learning, active sessions for a period of 6 weeks focus on health eating and exercise.</p> <p>Additional football workshops Friday lunch times, open to all.</p> <p>Year 5 attend kayaking for a term working towards the START Award.</p> <p>Year 5 and 6 work towards JASS Award which includes sections on healthy lifestyles and physical exercise.</p> <p>Links with external clubs who run sessions in school: karate, cricket and Trident Soccer. Aim to include more unusual sports this year.</p> <p>We provide two hours of PE per week plus Commando Joes. In addition, two classes per term will get a term of 3 hours per week.</p> <p>Forest School led every half term for all year groups</p> <p>Commando Joe's for an hour per week too led by staff and NUFC.</p>	<p>Attendance monitored and recorded.</p> <p>PE lead following training given to staff last year, will monitor termly.</p> <p>Questionnaire results and uptake from families</p> <p>Numbers attending.</p> <p>Numbers completing award.</p> <p>Monitor numbers progressing and whether they are achieving bronze, silver or gold.</p> <p>Links with other sporting clubs.</p> <p>Timetabling.</p> <p>Evidence in planning for events to include physical activity. All staff now Forest School Leaders. Staff questionnaires on confidence.</p>	<p>School staff are now running dance club as a result of CPD last year. This should continue.</p> <p>Impact: All EYFS joining in every morning (100%).</p> <p>KS1: 5 x a week 75% joining in daily. Remainder of children KS1 encouraged to be active on yard/ resources are out.</p> <p>JASS: All Year 5/6 working towards silver or gold.</p> <p>July: 5/12 achieved silver 1/12 gold. To extend opportunity over summer to year 5 and year 6 pupils.</p> <p>Restrictions due to COVID: Kayaking, external clubs from March. NUFC last 3 weeks' lockdown for Year 5/6 (9 pupils, full day).</p> <p>As part of home learning: PE was included daily for children.</p> <p>Impact: 100% teaching staff Forest School (FS) trained felt confident to lead. New member of staff is a PE lead, will need FS training.</p> <p>Commando Joes, impact: 94% of pupils love CJ's. 100% feel it's helped them to work as part of a team. 97% feel more confident doing CJ's.</p> <p>80% of staff reported children's resilience and confidence has grown as part of the programme.</p>

		<p>Time given to PE lead and NUFC coach to devise progressive PE plans from EYFS – KS2.</p> <p>Again, long term, the aim would be to follow NUFC format and lead in school.</p> <p>To establish JASS as part of the curriculum, it is assumed that all children by end of Year 6 will have achieved gold. JASS: All Year 5/6 working towards silver or gold. Progress not as fast due to COVID-19 not been completed as part of curriculum. It has been supported as part of home learning.</p> <p>This year to focus on team work and team teaching to develop newly qualified Forest School Leaders to ensure sustainability. Impact: New FS leaders have now led FS across their year groups.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Actions to achieve:	Evidence and impact:	Sustainability and suggested next steps:
<p>NUFC to lead CPD for staff on a rota basis (providing whole school improvement). Areas covered include: Fundamental movement, multiscale, net and wall games, striking and fielding, athletics and fitness, football and invasion games.</p>	<p>Staff questionnaires Feedback from NUFC, on staff skills and development.</p>	<p>All staff will be trained to lead PE confidently and safely. Impact: 100% achieved.</p>
<p>To provide a range of competitive and non-competitive sporting activities throughout the year between year groups and with other schools in the partnership. KS1 – 3 competitive events, KS2 – 3 competitive events. Half termly sporting competitions between year groups (led by NUFC and shadowed by staff, further CPD). To attend further competitions with Coquet Partnership with the aim to qualify for the School Games. New progression maps from EYFS- Year 6 for knowledge and skills</p>	<p>Photos and pupil questionnaires. NUFC plans and photos. To qualify for the School Games.</p>	<p>Staff observe and attend, planning to shadow and lead parts of events alongside NUFC. Impact CPD: completed for all TA's in KS1 and KS2; however, only until March 2020. To extend to EYFS staff from September and all teachers will now be teaching as well, using CPD from last two years. Events were not able to go ahead externally. Internal competitions did between year</p>

<p>developed last year. This year, develop assessment and recording of PE across the school. Release time for PE Lead with NUFC / other schools</p> <p>To continue to develop the role of Sports Crew across the school: leading pupil voice; Continue to support lunch time sports clubs; Present impact in worship and write and record for parents and community on Dojo and in newsletter.</p>	<p>Refined assessment and recording procedures for PE.</p> <p>Pupils become increasingly responsible for motivating and encouraging others. Record their impact; what have they achieved? Their confidence levels from the start to end of year.</p>	<p>groups. Progression maps – developed further June 2020.</p> <p>To establish and embed links with schools so relationships and activities continue.</p> <p>All staff can confidently recognise progression of knowledge and skills from EYFS to Year 6.</p> <p>Pupils want to lead and improve.</p> <p>Next steps: To re-establish in September 2020.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.		
Actions to achieve:	Evidence and impact:	Sustainability and suggested next steps:
<p>NUFC to lead CPD for staff on a rota basis (providing whole school improvement). Areas covered include: Fundamental movement, multiscale, net and wall games, striking and fielding, athletics and fitness, football and invasion games.</p> <p>NUFC to team teach with all staff extending opportunities further that Sports Lead.</p> <p>Staff to lead sports clubs once per term.</p>	<p>Timetable for the year. Staff questionnaires and improvement in confidence.</p> <p>Sporting clubs led by staff, developing CPD and training from last year.</p>	<p>Staff will be trained in all areas of PE and have a deep understanding of profession of skills and knowledge from EYFS to Year 6.</p> <p>Impact: as above. 83% felt more confident following CPD from NUFC. 17% included EYFS staff targeted for next year.</p> <p>Staff using their CPD from last year to begin leading new sporting clubs. Impact clubs led: dance, yoga and forest school. COVID 19 stopped (12 pupils per club).</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupil		
Actions to achieve:	Evidence and impact:	Sustainability and suggested next steps:
<p>Year 5's to continue kayaking for half a term, working towards START Award.</p> <p>To find opportunities for rock climbing, archery and fencing. Staff keen to be able to develop their CPD in these areas too.</p> <p>Bikeability to be offered again this year – aim for all pupils to achieve their expected level again this year.</p>	<p>% of children achieving the award.</p> <p>A range of sports offered throughout the year. Aiming for one new sport per term.</p> <p>% achieved, assessed by qualified instructor.</p>	<p>Impact: Unable to proceed COVID 19. Staff observe and could lead sports club in new sports.</p> <p>Impact: COVID 19 stopped from proceeding. Will re-schedule for September.</p> <p>Pupils can cycle to school.</p>

Key indicator 5: Increased participation in competitive sport		
Actions to achieve:	Evidence	Sustainability and suggested next steps:
<p>3 x competitive competitions with other schools (1 per term) for KS1 and for KS2.</p> <p>School Games competitions for each key stage (termly).</p> <p>To qualify for the School Games again this year.</p> <p>Termly competitive events led in school with staff working alongside NUFC coaches.</p>	<p>Photos and feedback from pupils.</p> <p>Qualification for School Games</p> <p>Timetable of events.</p>	<p>Staff to observe and support.</p> <p>To re-establish next year.</p> <p>Staff have the confidence to lead.</p>
<p>Swimming results for Year 6:</p> <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively perform safe self-rescue in different water-based situations. 	<p>Spoken to and confirmed with parents and took assessments from previous year.</p>	<p>Impact: 10/12 83% can achieve objectives.</p> <p>Early provision to support younger year groups who haven't had summer provision for swimming.</p>