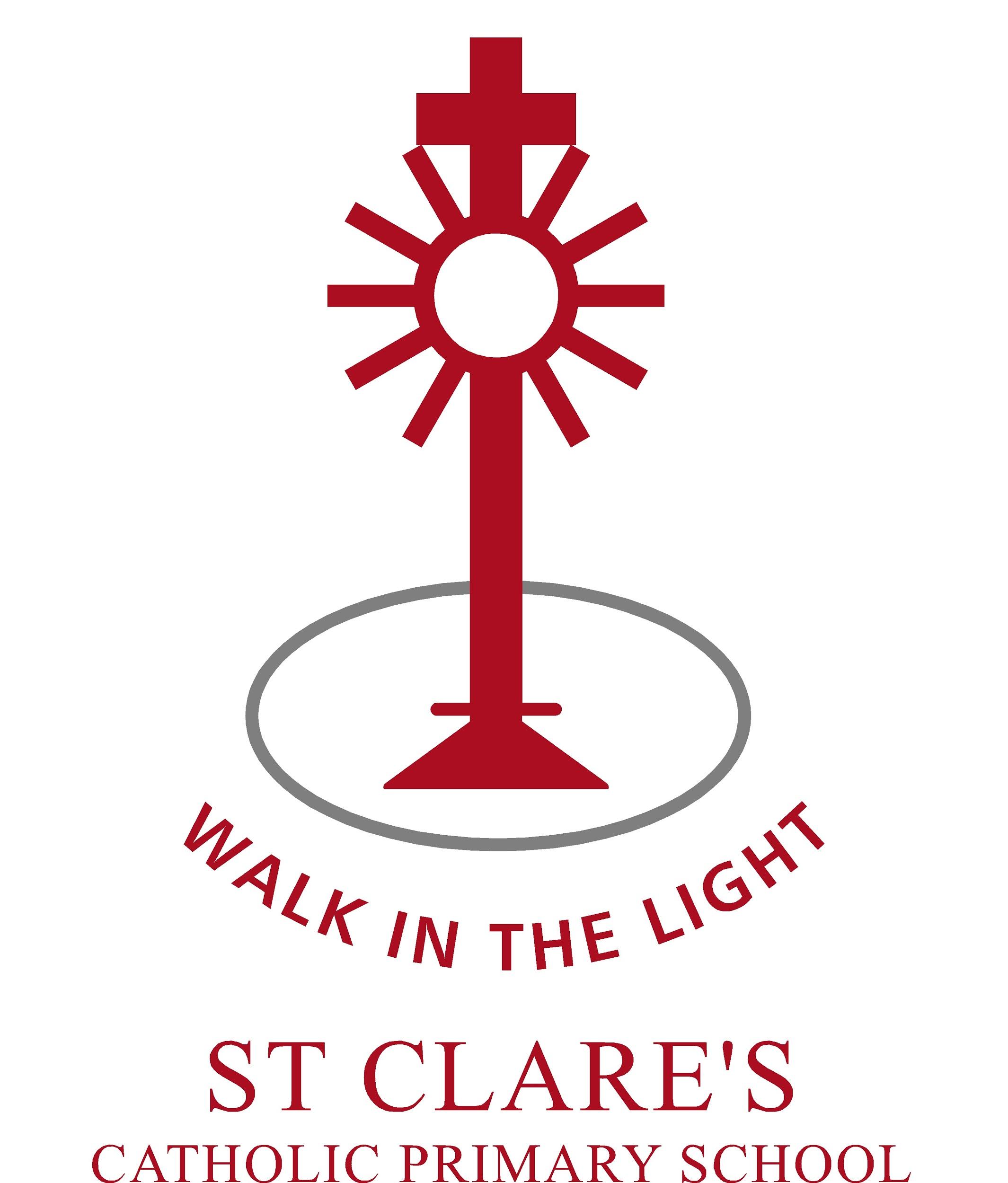
Evidencing the Impact of the Primary PE & Sport Premium



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| **Support for review and reflection - considering the 5 key indicators form DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development** |
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| **Key achievements to date until July 2020** | **Areas for further improvement and baseline for 2020-21** |
| Increased participation in after school clubs  Staff confidence increase in delivery of PE thanks to high quality CPD  Award Gold School Games Mark  Successful OFSTED Deep Dive | Range of equipment for playground use  Swimming provision for those failing to make the 25m requirement  Offer wider range of after school clubs to reflect pupil voice  Ensure higher participation rates in level 1 and level 2 competitions  Promote the daily mile and introduce ‘Walk the World’  Effectively introduce Primary PE Passport for assessment |

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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 2021 | 80% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 74% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 29% |
| 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 |

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| **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.** |
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| **Academic Year 2020-21** | **Total fund allocated: £** | **£16,000** | **Date updated:17/9/20** |  |
| **Key indicator 1:** The engagement of all 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** | | **Impact** | Total £3900 |
| 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 engage at least 50% of children in extra-curricular sporting activity  every week.  Provide all children with two hours of PE per week | Provide all children with two hours of PE per week (within the curriculum only) and have extra curriculum provision in addition to this.  Further develop Sports Week with subject leader VB leading an assembly about the importance of all aspects of sport and exercise.  Use of 1 sports coach 1 lunchtime a week to raise the profile of sporting activities through playtimes for less active children. Identify key children in each yr group and track fitness levels.  Daily mile to be integrated into the school ethos, an expectation for all staff to complete daily and increase fitness levels of each child in their class. Expectation that all children improve their fitness levels. | Equipment  £2800  Coaches £1000  Stopwatches  £100 | To increase children’s physical literacy.  Curriculum provision provided for PE across the school  Extended after school provision, club for each year group  St. Clare’s School Sports Crew  Trained lunchtime Sports Leaders  St. Clare’s School Sport Week | To increase the level of high intensity physical activity daily to tackle obesity levels.  PE Planning from PE specialist for future use in school.  Skills activities every lunchtime with a competition to end the week. Certificates to be given in celebration assembly  Keep a register of those who have participated and keep track of numbers. |

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| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| % |
| **Intent** | **Implementation** | | **Impact** | £550 |
| 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: |
| Profile of PE and sport remains high across the school remains high through involvement across NPCAT schools. | Involvement in the NPCAT games and continued success in level 2 and 3 competitions, with a key focus on sporting behaviour/ attitudes.  Promote PE & Sport including the School Games to parents and the local community at every week on social media.  Regularly feature match reports and  competition results on the school website/newsletter.  Utilise sports coaches to support  school sport.  Have a School Sport Organising Crew in place and use to celebrate all abilities of sport using School Games badges each week. Focussing on less active children. | See indicator 1  £500  £50 badges | Twitter/ school website communicating results and competitions children have been involved in.  Sports crew have posted their own blogs and interviewed children on Your School Games website to help raise the profile of PE.  Positive comments from children about the quality of PE lessons delivered by PE specialists and requests for lunch time clubs.  Children suggest a box stating what they would like to see in PE showing their views are listened to.  Revive PE display and make links to home though clubs they attend. Fitness selfies.  Examples from lesson plans  where students are given opportunity to Peer Review, lead a warmup,  undertake communication challenges and reflect on the skills learnt, make up games and explain/deliver to a small group |  |

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| **Key indicator 3:** : Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| % |
| **Intent** | **Implementation** | | **Impact** | £6500 |
| 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: |
| Staff to increase confidence and knowledge of the PE curriculum and deliver 2 hours of quality PE per week.  Lessons are of high quality, challenging and engaging for all children. | PE lead to attend NPCAT training with PE specialist to ensure quality delivery of PE curriculum and provide support for teachers.  CPD from cricket specialist – resources included.  Tailored staff CPD through work with Specialist PE Teachers and Highly Skilled Coaches.  Attendance at Middlesbrough and MFC training opportunities. | NPCAT  £6500 | Positive comments from staff stating confidence has increased after receiving CPD from PE specialist  Lesson plans and curriculum maps supplied by specialist to help guide staffing on deliver high quality lessons.  Staff more confident in delivering cricket sessions and children have taken part in cricket competitions. | Implementation of Primary PE passport  Tracking form to record CPD. |

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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** | £5000 |
| 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: |
| Increase opportunities for daily sport and support pupils to engage in community clubs.  Children have opportunities throughout their time at school to participate in a wide range of sporting activities.  Purchasing of sports shed and resourcing to help support outdoor PE sessions. | Engagement with local clubs to provide children with a wide range of sporting opportunities.  Have active links with at least six local sports clubs  Signposting children to clubs in the local area to further develop skills/interests, included talented pupils.  G&T children celebrated and offered opportunities to develop their skills and knowledge. Young Champion Programme.  Children take part in a sports week by celebrating fitness and health and also promoting alternative sports.  Swimming lessons NC delivered to year 3 children to promote health and safety for children.  Purchase new equipment for range of sports being covered particularly at lunchtimes and after-school clubs.  Development of PE shed outside to provide exciting equipment.  New sports resources in school grounds. | Cricket coaching  £200    Wheelchair Basketball  £300  MFC  £1500  Sports Week  £1500  Climbing wall/inflatables/target practice/scooters  basketball goals for Muga £400  Target practice signs on wall £150  Shed £800  £200 | As a result of wider opportunities children have joined local netball and wheelchair basketball club in recent years.  Promotional material to support these links, e.g. posters and leaflets advertised to children for local clubs.  Sports week offering a range of different activities for children to try – scooters, roller blading, street dance.    To achieve 100% of all KS2 pupils have participated in a sporting event the academic year. | New sports eg. Archery and ultimate Frisbee.  Use top ups for swimming for Year 6 children. |

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| **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: |
| To sustain competitive element to the PE provision through planned competitions through MSTA/ NPCAT/ virtual competitions  To further extend a competitive element to the PE provision (Level 1).  Use the School Games formats to  provide the opportunity for both boys and girls to take part in the appropriate level of competition. | Level 1 intra-school competitions  Continue to enter local Level 2 and 3 competitions for children throughout school.  Half termly in-school competition timetable to be created by PE Subject Leader and sports crew.  Apply for School Games Mark GOLD. | Transport £1000  MSTA - £1000 | All KS2 children took part in at least 1 level 1 intra-school competition.  Results and photos evidence on school blog, website and twitter raising the profile of PE.  -Celebration Assembly children’s achievements are celebrated.  -Awarded School Games Mark GOLD | Increase B team competitions.  Arrange additional competitive opportunities with local schools as appropriate/ virtual opportunities. |

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| **Signed off by:** |  |
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| **Headteacher:** | Mrs Eddies |
| **Date:** | 17/9/20 |
| **Subject Leader** | Miss Beamson |
| **Date:** | 17/9/20 |
| **Governor:** | Mr Luke |
| **Date:** | 17/9/20 |

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