**Primary PE & Sport Premium**

Action Plan



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| **Support for review and reflection - considering the 5 key indicators from 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 2021** | **Areas for further improvement and baseline for 2021-22** |
| 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 Beat the Street to encourage physical activity  Effectively introduce Primary PE Passport for assessment and delivery of PE lessons  Assess against and implement the NPCAT trust mark criteria to embed good practise in the delivery of PE |

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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? | 96 |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 78% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | / |
| 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 |

**Are you carrying forward an underspend from the 2020-21 academic year? YES/NO \* (Delete as applicable)**

If **YES,** you must complete the following section.

If **NO**, the following section is not applicable to you.

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| **Academic Year 2021-22** | **Total fund carried over: £** | **6835** | **Date updated:** |  |
| What Key Indicator(s) are you going to focus on?  The engagement of all pupils in regular physical activity  The profile of PESSPA being raised across the school  Broader experience of a range of sports and activities offered to all pupils | | | | Total Carry Over Funding: |
| 36% |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear how you want to impact on your pupils: | Make sure your actions to achieve are linked to your intentions: | Carry over funding allocated: | Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils’ re-engagement with school. What has changed? | Sustainability and suggested next step and how does this link with the key indicators on which you are focussing this academic year?: |
| To give PE a strong identity among staff and raise the profile of PE  Offer a broad range of extracurricular after- school sports clubs  To engage children in regular physical activity  To engage children in regular activity at break time | Staff hoodies  External providers to enhance after school clubs  Moki health bands to monitor and track fitness levels for the mile a day.  Playground balls and equipment | Golf fore all  £330  Urban Kaos  £480  Moki  £645.00  Playground equipment  £2000  MUGA fixtures  £3000 | Clear which class is doing PE each day  Setting examples for uniform  Increase from 5 to 13 participants  Performance for parents to watch  Regular class competitions  Children more active trying to increase their steps and heart rate  Clear areas for children to participate in games  A range of equipment for playground leaders to use | Order Staff Tshirts for clear identity and raise profile of PE  Parent Q’aire to gather information for ASC.  Set up new Sports Crew  Keep shed and equipment up to date |

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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 2021-22** | **Total fund allocated: £** |  | **Date updated:** |  |
| **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** | £18058 |
| 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  Daily mile to be integrated into the school ethos  Playground leaders to encourage activities  Train Y6 Sports Crew  NPCAT Sport activator to increase participation of less active children | Ask children for ASC they wish to participate in  Monitor weekly timetables and PE passport as evidence of 2 hours per week  An expectation of all staff to complete this daily. Add different challenges to ensure interest is sustained.  Train Y6 pupils to play games/activities with children at lunchtime  Sports Crew to deliver and organise Level 1 competitions on a weekly basis on a lunchtime.  Intervention to target Y6 girls who are less active and confident. | Urban Kaos  MFC  See below for costings  Netball ASC  No cost | Increase from 5 to 13 participants  Performance for parents to watch  Training for upcoming competitions  Timetable of daily activities  Training provided by SGO  10/11 girls attended ASC  Friendly match at St Gerard’s  Won medals at the NPCAT competition | Q’aire to ask children which ASC they would like  Timetable for NPCAT Sport Activator to work with teams for competitions |

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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** |  |
| 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: |
| Social Media to celebrate achievements and progress in PE  PE display in school updated with competition phots and achievements  Support staff to see the value and importance of PE  Give PE an identify with staff members  PE passport to be used as a teaching and tracking tool.  Parental involvement in PE  Playground buddy and sports crew badges | Use of NPCAT twitter, school website and newsletter, and marvellous me. Sports Crew to attend competitions and write up the events to share online.  Regularly update PE display ‘Sporting Spotlight’  Gather evidence from staff questionnaire to see which staff members require extra support  PE uniform for staff to be worn on PE days. Easily identifiable and raise the profile of PE.  Planning and delivery of good quality PE lessons.  Parents to attend sports day and take part in specific events e.g. staff v Y6 netball parent v child sports day race  Badges to raise profile of students so they are easily identifiable | N/A  N/A  N/A  N/A  Caps  £93.50  (not delivered) | Children regularly approach PE lead for pictures for twitter  VB/CM lead staff meeting sharing ideas and good practice from FA CPD.  All staff have used PE Passport for planning and assessment  EYFS/KS1/KS2 Sports days with parents | Raise profile of #StClaresCan and PROUD  CPD for dance and gymnastics arranged for Autumn 2023.  Monitor and evaluate use of PE Passport |

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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** |  |
| 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.  Attendance at Middlesbrough and MFC training opportunities, work alongside specialist coaches to increase confidence.  NPCAT sport activator to work alongside staff for support  TA’s to become more involved in PE lessons to increase knowledge and also support with the use of PE passport | 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.  Identify lessons/staff who need support with delivery to help raise confidence and knowledge.  Ask all staff to complete audit to identify areas of weakness/ lack of confidence and implement support  TA’s received CPD on Pe Passport from PE specialty on the use of PE Passport | NPCAT  £8000  MFC  £1520 | PE Lead CPD- shared with rest of staff  Mr Bowman CPD and successful ASC  CPD meeting held with Clare Harding | CPD for 2023 |

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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: |
| 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.  Wider range of sports to be taught through the PE Passport | 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.  Children take part in a sports week by celebrating fitness and health and also promoting alternative sports.  Teacher’s to identify a wider range of sports which can be taught to help develop and expose children to a wider range of experiences eg. ultimate Frisbee | Wheelchair basketball  £350  No Cost  Sports Week  £2000  Inflatables - £940  Climbing Wall £500  Urban Kaos  £200  Melanie Philo Dance £700  N/A | Diversity in sport  Equal opportunities  Aspire Judo  MFC  Urban Kaos  Mighty Warriors  Melanie Philo  Grange Town Netball  Golf fore all  NPCAT Sports Awards | Promote local clubs on Sport display |

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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 NPCAT  To further extend a competitive element to the PE provision (Level 1).  Arrange matches with other local schools | 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.  Sports Crew to deliver personal best and house competitions at school.  Contact local schools to arrange football and netball matches afterschool | Transport  £1500  N/A  N/A  See transport | Widening experiences of competitive sports  Friendly netball match St Gerard’s |  |

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| **PE Lead:** |  | V Beamson |
| **Date:** |  | 26/06/2022 |
| **Headteacher:** |  |  |
| **Date:** |  |  |
| **Link Governor:** |  | Vicky Putson |
| **Date:** |  | 5/7/2022 |