



PE and Sport Premium Funding Action Plan 2019 - 2020



Saint Paulinus Primary Catholic School



School Games Mark
Gold since 2016



Working in partnership with
Cleveland School Sport Partnership



Guidance Notes

Guiding principles which have been considered when putting this action plan together and deciding how to allocate the primary school funding:

- Consider the overall PE and sport provision across the school with respect to all pupils.
- Identify how best to maximise the impact of PE, physical activity and competitive school sport on young people and school standards. This may include targeting of specific pupils e.g. using PE and sport as a vehicle to develop numeracy and literacy.
- Embed the investment within the school development plan to ensure that there is a strategy for the development of teacher confidence and competence in PE and wider outcomes for young people.
- Build on the generic teaching skills of the classroom teachers, giving professional development opportunities, and therefore further expertise, in how to develop physical literacy and the breadth of learning that comprises physical education.
- Identify a subject coordinator for PE and sport.
- Work collaboratively with other schools to develop a creative and higher quality provision.
- Develop physical literacy by focusing on your pupils' fundamental movements, then their generic sport skills and ultimately small-sided games.
- Use qualified and suitably trained coaches to improve the quality and range of school sport offered to enrich the curriculum (but not replacing it).

Action Plan

Before putting together our action plan we considered the following questions:

1. Does your school have a vision for PE and school sport? [Embedded](#)
2. Does your PE and sport provision contribute to overall school improvement? [Embedded](#)
3. Do you have strong leadership and management of PE (and school sport)? [Embedded](#)
4. Do you provide a broad, rich and engaging PE curriculum? [Embedded](#)
5. How good is the teaching and learning of PE in your school? [Embedded](#)
6. Are you providing high quality outcomes for young people through PE and school sport? [Embedded](#)
7. Are you providing a rich, varied and inclusive school sport offer as extension of the curriculum? [Embedded](#)
8. Are all pupils provided with a range of opportunities to be physically active and do they understand how physical activity can help them adopt healthy and active lifestyles? [Embedded](#)
9. Does the school know how to effectively utilise the new PE and school sport funding? [Embedded](#)

Department for Education **VISION** for the Primary PE and Sport Premium

ALL pupils leaving primary school are **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport.

The funding has been provided to ensure impact against the following **OBJECTIVE**:

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 vision (above) that will live well beyond the Primary PE and Sport Premium funding.

It is expected that schools will see an improvement against the following 5 key indicators:

1. The engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school.
2. The profile of PE and sport is raised across the school as a tool for whole-school improvement.
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport.
4. Broader experience of a range of sports and activities offered to all pupils.
5. Increased participation in competitive sport.

In our action plan below we have specified which of the above key indicators each action/priority is relates to. This helps the school to focus their actions and ensure the funding is used as the Department for Education intended.

Physical Education

Physical education is education through physical activity: its goal is the development of the individual as a whole, not just their physical development or their proficiency in specific sports.

Through a focus on ensuring physical education at primary school, we provide young people with access to physical activity for life as well as build the foundation for future participation and performance in sport.

A high quality PE programme will develop physical literacy and allow children to learn about themselves, the importance of a healthy lifestyle, self-expression and concepts such as fair play and respect. PE also contributes to the development of a range of important cognitive skills such as decision-making and analysis, and social skills such as teamwork, communication and leadership.

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
Use of Sports Coaches and Specialist Teachers has resulted in improved skills and confidence of the permanent staff, whom they have worked alongside.	Continue to develop robust systems of assessment.
Increased activity across the school day e.g. use of Sports Leaders and Coaches at lunchtimes (working towards 30:30).	Maximise participation in extra-curricular sporting opportunities, through the provision of a range of sports clubs.
Increased success at competitions.	Engage all children in Personal Challenge activities.
Wider range of sports activities / opportunities offered – both curricular and extra-curricular.	Continue to develop innovative opportunities to fulfil Active 30:30 for all children every day.
Increased participation in extra-curricular sport.	

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	100%
N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	82%
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

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 students today and for the future.

Academic Year: 2019/20	Total fund allocated: £17770	Date Updated: July 2019		
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				Percentage of total allocation: 48%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Develop strategies to ensure an active approach to learning is embedded across school. Active Learning opportunities integrated into normal teaching and learning routines. Children will have regular physical opportunities.	Additional training opportunities for staff: Cleveland School Sports Partnership Conference attended by NR and SG.	£400 supply costs	Strategies for Active 30:30 (including an Introduction to Active Maths) covered by C. Tennyson. Across the school, additional active opportunities have been put in place and observed.	Ensure that active learning opportunities are developed across the school and practices are shared at staff meetings. Active learning opportunities are observed during lesson observations across the curriculum. Pupil Voice evidence collected.
Active Lunchtimes to continue – supervised by sports coaches. Opportunities provided at lunchtime for children to engage in a wide variety of sports.	Sports Coaches employed to work on providing sports opportunities at lunchtimes. Play leader training offered to children in Years 5 and 6. A rota of Play Leaders established.	£6650	Children are observed participating in sports at lunchtimes. Sports Leaders work alongside the sports coaches to provide opportunities for younger children across the school (Y 5/6 monitors actively engage KS1 / FS2 children in active lunchtimes)	Other MSAs to observe the activities provided by the Sports Coaches. Children involved in the selection, organisation and officiating of the sports. Ensure the Sports Leaders development programme continues so that children leaving the school at the end of Year 6 are replaced.
Further development of lunchtime sports opportunities through the purchase of a range of appropriate equipment.	The school will invest in a range of equipment to support the development of active lunchtimes.	£1500	The range of equipment accessed by children is observed to be at an appropriately varied level.	Equipment to be stored correctly and audited annually.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 2%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
In line with the School Development Plan, robust assessment processes across the foundation curriculum will become embedded. For all staff to assess children's progress in PE confidently and consistently.	<ul style="list-style-type: none"> • Systematic Assessment System to be used. • NR to train all invested staff - with the use of the assessment tracker. • Core task assessment and summative assessment at end of unit. 	N/A	Assessment Tracker embedded within school.	Continue to monitor. Review during 2019 - 2020
Children involved with the development of School PESSPA. Opportunities provided for Pupil Voice to feed into the development of PESSPA.	Through the School Council and the School Sports Crew, children will be given opportunities to shape sports opportunities – including through discussing the purchase of equipment to develop active learning opportunities at lunch and play times.	N/A	Children's choices for equipment and events are acted upon.	Continue to select a School Sports Crew and include a Sports Development Officer on the School Council.
The school will continue to strive for Gold Level within the School Games Active Mark programme. The requirements to be met and resources available will support the continued elevated status of PESSPA across the school.	NR to remain up-to-date with School Games resources and ensure pre-requisites of the application process are embedded within school. Application submitted in a timely fashion.	£300 supply costs	Gold Mark is achieved. School Games practices are embedded within school.	School Games website continues to be used as a tool for developing PESSPA and resources are used as appropriate.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 14%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Teachers will plan and deliver high quality PE lessons. All children develop their thinking, social, healthy and physical skills.	Specialist sports coaches and teachers will be used alongside teaching staff to support the delivery high quality sports and PE Lesson observations are completed Support offered where needed to staff.	£1900 on Sports Coaches.	Teachers to develop in terms of both skills and confidence. Observed sessions reflect continued progression in skills. Assessment shows children making good progress in PE. Lessons are enjoyable (feedback from KS2 questionnaire)	Sustainability through development of a highly skilled staff. Continue to use a range of specialist coaches and teachers to develop skills across a range of sports.
Develop strategies to ensure teachers possess the range of skills to deliver SSPE at level which engages children and develops their skills and love of sport.	Additional training opportunities for staff – including access to the CSSP training opportunities – are selected.	£300 supply costs	Teachers report that their knowledge and skills are such that they can confidently deliver high quality PE and Sport. Observations show children enjoying, engaging and developing skills in all areas of SSPE.	Training accessed and new resources are shared amongst staff (as appropriate).
Audit of teaching and assessment resources. Teachers will access a comprehensive range of high quality resources to support the teaching of high quality PE.	NR (with the support of other teaching staff) will conduct an audit of teaching and learning resources and compile an up-to-date base of relevant resources.	£300 supply cover costs	Teachers access and use the resources to support their delivery of high quality and effective SSPE.	Teachers reflect upon the resources they use and feedback to NR on their quality. Resources bank explained and made available to new staff.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 13%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Continue to seek additional opportunities to provide a broad range of sports during curricular and extra-curricular time. Children participate in new sports. Children receive high quality experiences in PE and Sport	Invest in resources and sustainable teaching options through the use of experts leading sessions in the presence of permanent staff in Yoga, Cricket, Netball, Multi-skills, Balance Bikes, Bikeability, Boxing. Use expertise provided through CSSP SLA	£150 (YCC) £1150 (Yoga) £1000 on new equipment	Children from FS1 and FS2 have shown signs of improved core strength following Yoga (improved ability to sit cross-legged for some children) and children from FS1 – Year 3 have provided positive feedback on the physical and calming benefits of their yoga classes. Progress evidenced in balance bike and bike-ability programmes. Success and enthusiasm in cricket sessions and competitions. Netball club established for the first time with 20 Year5/6 children attending and many joining the Cleveland Classics Club out of school. Box2befit club offered after school with positive feedback from children from Year 2 – Year 6.	Continue to provide 30 minute weekly Yoga sessions for all EYFS children. Continue to offer a 60 minute weekly Yoga class for Year 1 – Year 3 children. Continue to seek new opportunities across a range of sports.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 23%
				Sustainability and suggested next steps:
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
All children from Y1 – Y6 will be offered the opportunity to participate in at least one Competition or Festival of Sport, which involves engagement with other schools. The school will use Level 1 competitions provided through the SLA as opportunities for engagement in competition across a range of sports. Where possible, maximum participation will be our aim, although in some instances in-school competitions / trials will lead to the selection of teams.	NR to attend cluster meetings. Details of competitions and festivals shared with staff, children and parents in a timely fashion. Preparation, as appropriate, will be planned by staff to ensure children are competition-ready. External coaches will be used, where required, to provide additional preparation for competitions.	£2800 +£1220 transport costs	All children attended competitions and festivals. Children are enthusiastic about inter and intra school competitions. Successes are shared through a variety of means. The number of children participating in out of school sport has increased.	Continue to use the competitions pathways created by the CSSP.