St Joseph’s Catholic Primary School



Primary PE and Sports Premium Strategy Document

Academic Year 2019-20

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.

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| Key achievements to date: | Areas for further improvement and baseline evidence of need: |
| Teacher’s confidence has developed in delivering high quality PE lessons with a focus on gymnastics. PE specialists from Islington Borough visited the school frequently through-out the year conducting staff meetings, leading PE lessons and monitoring PE lessons with staff members.  A greater participation in competitive sport for girls’ teams was evident last year with the football team being extremely popular.  Develop opportunities for children to become sporting leaders and role-models for others across the school and use them especially in the playground during break and lunchtimes.  A Nurture/Cooking group was introduced for a range of children every Friday afternoons. This not only increased awareness and understanding of how important good nutrition is, but it also helped develop social skills among particular peers who had previously struggled in this area. | * Develop pupil voice to identify barriers to participation for reluctant children and to act accordingly to reduce those barriers. * Provide additional swimming sessions for Year 6 pupils after SATs in a week long block booking to increase % of pupils who achieve National Curriculum Swimming requirements by the end of KS2. * Opportunities for staff professional development and fitness * Increased monitoring of sports and physical education lessons in light of the recent Ofsted Framework * Continue to improve links with other schools and sporting bodies in order to enhance access to competitions, facilities and resources. |

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| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below: |
| What percentage of your current Year 6 pupils can swim competently, confidently and proficiently over a distance of at least 25 metres? | 81% |
| What percentage of your Year 6 pupils can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 72% |
| What percentage of your Year 6 pupils can perform safe self-rescue in different water-based situations? | 74% |
| 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 students today and for the future.

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| **Academic Year:** 2019/20 | **Total fund allocated:** £20,060 | **Date of next Review: July 2020** | |  |
| **Key indicator 1:** The engagement of all 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: |
| £13,625 OR  68% of total allocation |
| School focus with clarity on intended **impact on pupils**: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| * Develop pupil voice to identify barriers to participation for reluctant children and to act accordingly to reduce those barriers. * Develop opportunities for children to become sporting leaders and role-models for others across the school and use them especially in the playground during break and lunchtimes. * Ensure physical exercise and education is child lead by providing opportunities for children to suggest games and equipment to use during lessons and during lunch time play (ascertained from pupil voice survey). * Develop opportunities for sports coach to support teachers and additional adults through joint planning, observations and coaching and mentoring. * Greater emphasis on early intervention in EYFS to develop positive attitudes to sport, health and exercise | * Conduct a survey among children Y3 – Y6 to ascertain what engages them and what the barriers are to full enjoyment and participation of PE. * Coaches/staff to target children who are reluctant to participate. * Use pupil voice to inform delivery of PE lessons and availability of games during break and lunch. Ensure larger quantity of pupil voice to inform purchasing of new equipment and playground resources * Dedicate time for the sports coach to train support staff in engaging with children in the playground to enhance physical activity and engage the children in high-quality games. * Sports coach to be allocated a schedule for team-teaching and modelling PE lessons for teachers especially those new to the school and NQTs. * Coach to identify and target children who are reluctant to participate in physical activity within EYFS with help from EYFS staff and Phase lead. * Reception focused games to encourage physical play-time activity from an early age. | Supply costs for TAs attend training and CPD:  12 x £115 = £1380  PE & Games equipment for lunch and breaktimes £2000  New housing for all PE/Lunch/Breaktime/Breakfast Club/After-School Club £6000  £4,245 break and lunch time Sports coach Provision. |  | * Gain further pupil opinion, through surveys on what games and equipment will increase motivation and participation. * Increase % of premium spending on equipment including items such as mats (Must have at least 1 between 2), springboards and balancing beams. * Possible introduction of a trampoline for KS2. |
| **Key indicator 2:** The profile of PE and sport being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| £500 OR  2.5% |
| School focus with clarity on intended **impact on pupils**: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| * Teachers to recognize and celebrate sporting achievements in Star Assemblies including those achievements from outside of school or borough competitions. * Raise profile of PE amongst parents to further develop positive attitudes towards physical fitness. * Further improve pupil awareness and understanding in Mental Health and Wellbeing with a particular drive on strategies on how to **get** mentally well. * Celebrations of sporting achievements communicated via school’s website blogs and Twitter account to raise profile. * Assemblies used to have a regular PE, School Sports and Physical Activity (PESSPA) feature. PESSPA display board to be visible in both KS1 and KS2 halls. * A display or board that is regularly updated to show fixtures and results of all in- house/in-borough competitions. | * Sports Coach and PE Faculty to invite parents in to St. Joseph’s and participate in a PE lesson with their children. * PE faculty to plan and run a PE coffee morning to engage parents and develop their understanding of the benefits of PE within the curriculum we provide. * Tweets, photos on website blogs of all sporting events to encourage parental support as well as raise the profile within the school. * Pupils voice and PE leader to decide on format and content of PESSPA news in assemblies * Curriculum outcomes with photos and quotes form pupils and school sports and physical activity celebrated too. | £500 for coffee morning to also include healthy cakes and treats. |  | Develop specific parent survey on PE and general sports provision. |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| £5, 140 OR  25.5% |
| School focus with clarity on intended  **impact on pupils**: | Actions to achieve: | Funding  allocated: | Evidence and impact: | Sustainability and suggested  next steps: |
| * PE Faculty, led by Sports Coach, and consultant from borough to provide further staff CPD on how to plan and develop the PE curriculum. Specifically with NQT and new staff to the school. * Sports coach, supported by the faculty, to conduct a skills audit, identifying those staff who require support and those who may have specific skills that could be disseminated. * Sports Coach team-teaching with teachers (as identified by the audit) to develop their confidence, knowledge and skills so that all staff deliver high quality lessons that build children’s knowledge and skills. | * PE faculty to design an audit template. * PE coaches to provide further support and team teaching for staff * PE faculty to analyse survey of staff confidence and give suggestions moving forward. * PE faculty and SLT to design a monitoring and evaluating cycle for PE lessons. | £4000 buy in for Islington Expert consultancy package.  Supply cover for staff to observe coach.  6 days x £190 = £1140. |  | Coaching and mentoring workshops for sports coach to develop his ability to support staff.  Sport coach to identify any staff who need further support and provide appropriate support – with planning, through team teaching, via coaching.  Further professional learning opportunities for staff who request it e.g. peer observations  Develop PE subject leader networks with colleagues at other schools to encourage the sharing of good practice and strengthen opportunities for collaborative and competitive sporting activities and events. |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| £795 OR  4% |
| School focus with clarity on intended  **impact on pupils:** | Actions to achieve: | Funding  allocated: | Evidence and impact: | Sustainability and suggested  next steps: |
| * Raise profile and participation of the Daily Mile across the whole school with a view to also invite parents/carers to take part. * Continue to improve links with other schools and sporting bodies in order to enhance access to a wider range of facilities and resources. * Increase participation of pupils with identified SEND in physical activity by ensuring teachers and sports coach are aware of needs and how to adapt lessons to so as to meet the needs of all pupils. Particularly for those identified children in the EYFS. * Encourage pupils to improve their skills, times, distances etc so those pupils who are not competitive or engaging in physical activities have greater motivation to challenge themselves. * Track participation in Sports Clubs/Events provided by both the school and borough to ascertain the breadth of experiences offered. | * Hold an Assembly on the Daily Mile to re-launch it and discuss its benefits. * Sports coach, After School Club Manager and SLT to monitor delivery of lunchtime, Breakfast Club and afterschool clubs * Use borough PE consultant to provide CPD to staff on how best to include specific children. * Create a database of all events entered, locations/venues and all pupils attended and target provision at those who may not have participated. * PE Faculty and SENCo to conduct staff meeting on inclusion of SEND children in PE. * Purchase of specific equipment designed for SEND children such as those with motor skill difficulties, hand – eye co-ordination etc. | £795 to buy equipment specifically for SEND children. |  | * Ensure that a broad range of activities are offered by encouraging pupils and parents to suggest activities and afterschool clubs. * Develop links with local sporting clubs and bodies e.g. athletics associations linked to Finsbury Park. * Further enhance After School provision to include a wider range of activities (as suggested by children and parents). |
| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation: |
| 0% |
| School focus with clarity on intended  **impact on pupils**: | Actions to achieve: | Funding  allocated: | Evidence and impact: | Sustainability and suggested  next steps: |
| * Newly appointed sports coach to use own existing contacts and links to bring a greater range of competition possibilities to the school. * Newly appointed sports coach to further increase links with schools both within and outside the borough for school competitions. * Continue to increase the breadth of pupil participation in competitive sport and ensure that there is a variation of children competing. * Signpost families to opportunities outside of school to engage in further activities. | * Develop partnerships with local sports clubs to ensure that pupils have access to competitive activities outside of the school day. * Review of current competitive sporting opportunities and options for engagement in the competition calendar year * Publication through school’s communication of additional physical activities available e.g. Forest Schools and Summer camps, swimming lessons etc. | None required. |  | * Sports coach to liaise with other schools and build network and cluster opportunities. * Reflect for Sept 18 on demand and waiting lists for physical activity ASC and adjust provision as needed. * Further broaden pupils’ range of opportunities to include even more activities not covered within the curriculum especially adventurous activities. |