St Joseph’s Catholic Primary School



Primary PE and Sports Premium Strategy Document

Review of Academic Year 2020-21

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: |
| * Development of pupil voice to identify barriers to participation for reluctant children and to act accordingly to reduce those barriers. * Opportunities for staff professional development and fitness through CPD from the borough and Yoga classes for staff * Increased monitoring of sports and physical education lessons took place. * An opportunity for faculty leads to present to governors was facilitated through a governor morning. * Provision for SEN children became more of a focus with additional clubs for targeted children such as yoga and mindfulness. | * Increase the participation of children to all key stage 2 children. * Continue CPD for staff, especially new staff (6 NQTs) to deliver quality PE lessons. * Increase participation and enjoyment in PE. * Increase number of children attending sports clubs offered by the school.   Broaden the knowledge and enjoyment of a variety of sports.  Challenge gender stereotypes towards sport and PE.   * Re-launch the Daily Mile and raise its profile through the purchase of the ‘Tracker App’ . |

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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? | Unavailable at present due to closure of local swimming pool. |
| What percentage of your Year 6 pupils can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | Unavailable at present due to closure of local swimming pool. |
| What percentage of your Year 6 pupils can perform safe self-rescue in different water-based situations? | Unavailable at present due to closure of local swimming pool. |
| 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:** 2020/21 | **Total fund allocated:** £20,070  **£6,137 underspend which will go towards the MUGA Pitch development.** | **Date of next Review: July 2021** | |  |
| **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: |
| £6,245 |
| 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. | PE & Games equipment for lunch and breaktimes £2000  £4,245 break and lunch time Sports coach Provision. |  |  |
| **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: |
| £1,500 |
| 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. * Pupil 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. * Continue with the Yoga sessions for targeted, disadvantaged/vulnerable children (Covid Guidance permitted). | £500 for coffee morning to also include healthy cakes and treats.  Yoga teacher for targeted children  £1000 (Covid restricted) |  |  |

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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, 900 |
| 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 6 NQTs 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 coaches to provide further support and team teaching for staff * PE faculty to analyse survey of staff confidence and give suggestions moving forward. * Sports Facuty Lead to attend network meetings - cpd. * Staff questionnaire sent out regarding PE and sport to identify strengths and areas to develop. * Sports Faculty Lead to have time to prepare deep dive responses. | £4000 buy in for Islington Expert consultancy package.  Supply cover for staff to observe coach.  6 days x £190 = £1140.  Cover for Faculty Lead to attend Network Meetings  3 x £190 = £570  Cover for Faculty Lead to Prepare for response for Ofsted – 1 day  £190 x 1 = £190 |  |  |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils. | | | | Percentage of total allocation: |
| £288 |
| 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. * 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. | £288 for Daily Mile Tracker App to be trialed in Years 3 and 4. |  |  |
| **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. |  |  |