St Joseph’s Catholic Primary School



Primary PE and Sports Premium Strategy Document

Review of 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. | * 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? | Due to the Covid-19 situation, the Year 6 cohort of 2019-2020 were unable to complete the National Curriculum requirements for Swimming and Water Safety. |
| What percentage of your Year 6 pupils can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? |  |
| What percentage of your Year 6 pupils can 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? |  |
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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 OR68% 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 = £1380PE & Games equipment for lunch and breaktimes £2000New housing for all PE/Lunch/Breaktime/Breakfast Club/After-School Club £6000£4,245 break and lunch time Sports coach Provision. | * All staff are trained in how to engage children in physical activities during morning and lunchtime play
* A wide range of sporting activities are offered at playtimes with specialist activities for EYFS children, to ensure that all children are active for more than 30 minutes a day.
* Pupil voice shows that the majority of children partake in team games such as football, table tennis, basketball and king ball, led by trained support staff and other pupils during playtime and lunchtime play.
* The Sports Coach and Faculty lead presented these findings to the Governors on 6th March along with how we are developing PE and Sport across the school.
* The Sports coach is a strong role model for all children modelling the impact of regular physical activity for the children.
* The Sports Coach is also on site for Breakfast Club in the morning taking children for morning exercise.
 | * 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.
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| **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 OR2.5% |
| 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.
* 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.
 | £500 for coffee morning to also include healthy cakes and treats. | Website contentSports and Wellbeing Display boardTwitter contentThe Pupil Voice Survey showed that the vast majority of children thoroughly enjoy PE lessons. They are aware of the range of areas within sport and PE that they cover.The survey also showed that a wide range of sporting opportunities are available through our After-School Provision which is always fully subscribed with a substantial waiting list.Yoga for targeted vulnerable children was very successful before Lockdown in March. So much so that a waiting list was required and more sessions were required.Yoga sessions were also provided for staff, heavily supplemented by the school and these were extremely popular.Due to Covid-19 and Lockdown, the PE Coffee Morning and invites to PE lessons for parents did not take place.This will form part of the focus for 2020-2021 guidance permitting. | 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 OR25.5% |
| School focus with clarity on intended**impact on pupils**: | Actions to achieve: | Fundingallocated: | Evidence and impact: | Sustainability and suggestednext 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. | * All staff deliver high quality PE lessons which challenge children of different levels.
* The PE Faculty and Senior Leaders of the school have an increased awareness of staff confidence levels and skills sets to be harnessed to enhance the PE curriculum.
* The PE Faculty and Senior Leaders of the school are acutely aware of the provision within PE lessons. The two Assistant Headteachers observed a range of PE lessons across each phase of the school. All were of a very high quality, teaching different sporting areas, vocabulary and skills. There was a range of outdoor and indoor lessons. All used a wide range of equipment with the children showed great confidence and ease in using.
* Those staff delivering PE lessons are aware of their strengths and areas for development through the monitoring cycle.
 | 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 OR4% |
| School focus with clarity on intended**impact on pupils:** | Actions to achieve: | Fundingallocated: | Evidence and impact: | Sustainability and suggestednext 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. | * Pupil and parent voice shows that the children enjoy participating in a wide range of activities during playtime and afterschool.
* The school will continue to participate in Borough and other sporting events including those provided through links with neighboring schools.
* A higher number of children across the whole school participate in physical activities after school.
* The Daily Mile was relaunched in the Autumn Term through assemblies for each phase. Year groups were allocated times, areas and specific numbers of laps. Posters with this information were displayed around the school. Staff made sure that this was timetabled in and it proved very successful.

Due to COVID-19 restrictions, much of the competitions and events were unable to take place.Swimming remains on hold until further notice also. | * 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).
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| **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: | Fundingallocated: | Evidence and impact: | Sustainability and suggestednext 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. | * Large range of competitive sports events booked were unable to commence due to the pandemic.
* Display showing fixtures and results will evidence the participation and variation.
* Pupil Voice is very positive about the range of physical activities during after school clubs with all club positions filled.
* The school regularly promotes and directs families to outside clubs and groups for children, on our website, twitter feed and through the school office.
* Parent Voice survey (due to be completed at the coffee morning) did not happen this academic year and so will be addressed in 2020-2021.
 | * 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.
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