

# St Clement's Catholic Primary School



## Primary PE and Sports Grant 2019 - 2020

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Quality of teaching in PE has been enhanced with the introduction of REAL PE.</li> <li>• Participation and performance in local competitions is very positive with significant achievements across a range of events</li> <li>• Improved confidence of teachers in teaching PE</li> <li>• Regular release time for PE lead has impacted on standards in PE</li> <li>• Engagement in PE lessons is strong</li> <li>• Involved in biking initiatives.</li> <li>• Successes from previous years have been maintained and built upon</li> <li>• Team spirit and sporting behaviours are consistently encouraged and witnessed</li> </ul>	<ul style="list-style-type: none"> <li>• Parental engagement – workshops to promote physical activities and healthy lifestyles</li> <li>• Outdoor space – the development of the outdoor PE space</li> <li>• Continue to offer ‘new’ sports and promote engagement through taster activities.</li> <li>• Continue to embed REAL PE curriculum – offer CPD for new teachers and all teachers to receive CPD in REAL GYM</li> </ul>

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? <b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school.	91%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	88%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	50%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes/ <b>No</b>

Academic Year: 2019/20		Total fund allocated: £17830.00		Date Updated: 12/11/19	
<p><b>Key indicator 1:</b> 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</p>					
School focus with clarity on intended <b>impact on pupils:</b>		Actions to achieve:	Projected cost:	Evidence and impact:	Sustainability and suggested next steps:
<p>To provide all pupils with play opportunities to ensure they are undertaking a minimum of 30 minutes physical activity a day.</p> <ol style="list-style-type: none"> <li>To create an active school culture across the school day for all groups of children</li> <li>To further develop the outdoor space to provide facilities for physical activity</li> <li>Provide opportunities for EYFS and KS1 pupils to be involved in informal activity at lunchtimes - <b>To develop KS2 play leaders who use the Fizzy Fun programme to engage less active pupils.</b></li> </ol>		<ul style="list-style-type: none"> <li>Ensure more active school culture-standing to answer questions in class</li> <li>Continue to increase the profile of Daily Mile - staff meeting.</li> <li>Audit current play equipment and involve the children in planning new purchases with a focus on ensuring children are active.</li> <li>Continue Swimming provision for Y3</li> <li>Y5 pupils trained to be play leaders and promote physical activity at lunchtime</li> <li>Parent workshops – engage with parents about healthy lifestyles and the fitness of pupils</li> </ul>	<p>£2000 table tennis tables</p> <p>£200 new resources for lunchtimes</p>	<p>Pupil feedback and observations demonstrate pupils taking part in minimum 30 minutes physical activity per day.</p> <p>Outdoor space is being used to promote physical activity during the course of the day.</p> <p>EYFS and KS1 pupils become more actively involved in informal 'games'</p>	<p>Play leaders train new play leaders through formal training session facilitated by PE Lead. KS1 pupils continue to play these games in KS2 playground as they progress through school increasing KS2 participation in activities at lunchtime</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Projected cost:	Evidence and impact:	Sustainability and suggested next steps:
<ol style="list-style-type: none"> <li>Children to continue to lead and manage – Pupils are empowered with leadership roles through the development of a Sports Council</li> <li>Children to continue to have a pupil voice to raise school improvement.</li> <li>Sports star selected and celebrated each half term – focus on commitment to sport and good sportsmanship as well as talent</li> <li>Promote healthy eating and participation in sport</li> <li>Role models – local sporting personalities invited in so that pupils can identify with success and aspire to</li> </ol>	<ul style="list-style-type: none"> <li>To develop a clear link between sports and school values/mission statement during collective worship assemblies each term.</li> <li>To identify sports leaders within the local area to visit each term during collective worship to act as an example for children to follow.</li> <li>To develop a sequence of assemblies discussing how the current terms REAL PE values relates to the sports leader’s area of expertise.</li> <li>Healthy school’s week planned for Summer 2020</li> <li>Healthy detectives established at lunchtimes.</li> <li>Sports council established with representation from each year group and a range of abilities</li> </ul>	£1000	<p>Improved ability for pupils’ to take the initiative and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others.</p> <p>Pupil feedback demonstrates their understanding of some of the sporting opportunities open to them now and in the future.</p> <p>More pupils eat a healthy lunch box at school</p>	<p>This becomes embedded in the school cycle and so could continue with or without the sports premium.</p> <p>PE and Sport Governor to meet with PE Lead regularly to look at impact of funding and to fill in this document and action plan</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Projected cost:	Evidence and impact:	Sustainability and suggested next steps:
<p><b>Upskill staff to improve progress and achievement of all pupils</b></p> <ol style="list-style-type: none"> <li>Improved quality of children's physical education in Reception to Year 6</li> <li>Training for lunchtime staff in initiating and leading play – Skipping games</li> </ol>	<ul style="list-style-type: none"> <li>Continue team teaching opportunities and supportive lesson observations in order to develop the quality of teaching, learning and assessment</li> <li>PE subject leader to plan and undertake a series of lesson observations and/or team teaching with Key Stage 2 teachers to look at teaching, learning and assessment in physical education.</li> <li>PE subject leader to meet with a broad range of pupils to talk about their PE lessons and to ascertain their knowledge and understanding of the subject.</li> <li>PE subject Leader to identify any staff that needs further support and to provide appropriate professional learning.</li> <li>PE lead to deliver training to lunchtime staff</li> <li>REAL PE to deliver REAL GYM CPD in Spring term 2020 to all staff</li> </ul>	£3000	<p>More confident and competent staff</p> <p>Enhanced quality of delivery of activities</p> <p>Increased staffing capacity and sustainability</p> <p>Improved standards</p> <p>Improvement in the provision of PE</p> <p>Teaching staff to receive external coaching training in order to improve provision further.</p> <p>PE Lesson observations are all at least good.</p>	<p>Staff extend their skills to start learning how to coach a variety of sports they have never taught before in order to support 'in house' and external participation in competitions.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Projected cost:	Evidence and impact:	Sustainability and suggested next steps:
<p><b>Continue to develop the provision of a wide range of sporting activities to ensure more pupils become involved</b></p> <ol style="list-style-type: none"> <li>1. Increased pupil participation</li> <li>2. Children more active</li> <li>3. Children engaging in games that use a range of muscles and stimulates engagement</li> <li>4. Non active and vulnerable children pupils identified and engaged in extra sporting activities</li> </ol>	<ul style="list-style-type: none"> <li>• Increase range of clubs offered after school.</li> <li>• Access pupil voice via class feedback and school council to identify desired new activities. Use the results of the pupil survey to ascertain which clubs children are likely to attend</li> <li>• Provision of resources</li> <li>• Increased opportunities for both traditional and non – traditional school sport both in and out of the curriculum in an attempt to find a sport for everyone.</li> <li>• Utilise coaching from outside agencies to develop additional opportunities – gym, cricket, rugby</li> <li>• Outdoor space considered – potential installation of permanent equipment – table tennis tables, climbing wall</li> </ul>	£2000	<p>Extended, alternative provision</p> <p>Positive attitudes to health and wellbeing</p>	On-going review of clubs ensures the offer engages the maximum number of pupils.

Key indicator 5: Increased participation in competitive sport				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Projected cost:	Evidence and impact:	Sustainability and suggested next steps:
<p><b>Children more resilient and show endeavour to all aspects of life</b></p> <ol style="list-style-type: none"> <li>All children have the opportunity to participate in some competitive sports</li> <li>Pupils who excel at sport have the opportunity to compete in external competitions.</li> <li>Increase participation of pupils with SEND at competitions.</li> </ol>	<ul style="list-style-type: none"> <li>Review our strategy for engaging in competition</li> <li>Engage more staff / parents / volunteers / young leaders</li> <li>Continue to Improve links with other schools</li> <li>Inter house competitions in every year group where appropriate.</li> <li>Increase participation in Borough competitions</li> <li>Specialised coaches brought into school and children to clubs during curriculum Eg; Basketball, Diving, Squash, speed stacking, golf, table tennis</li> </ul>	£2000	<p>Increased pupil participation</p> <p>Extended provision</p> <p>All children have opportunity to attend tournaments and fixtures</p> <p>Improved positive attitudes to health and well-being</p> <p>Clearer talent pathways - Club pathways reinforced</p> <p>Positive impact on middle leadership</p>	Pupils gain more resilience through competitive sports