



Haughton St. Giles CE Primary Academy

P.E and Sports Premium Action Plan & Spending Report 2019-20

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?	91%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	91%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	55%
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>

**These percentages are not reflective of our usual cohort proficiency. Our Y6 pupils attend 1 course of swimming in the Autumn Term and another course in the Summer Term. Due to the Covid-19 outbreak, the summer swimming session was not able to go ahead and therefore further progress could not be made.**

<b>Academic Year:</b> 2018/19		<b>Total fund allocated:</b> £17,010		<b>Date Updated:</b> 16/1/19	
<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					Percentage of total allocation: 2%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
To ensure that all pupils have the opportunity and are encouraged to take part in daily physical fitness.	<ul style="list-style-type: none"> <li>Continue to ensure that the ‘golden mile’ is regularly encouraged in school when appropriate.</li> <li>Introduce a ‘goal based’ approach to the golden mile – personal goals and class/school goals, e.g. which class has run further? How far have we run across the world? Can we reach...?</li> <li>Continue to develop the lunchtime Couch to 5K club, encouraging and developing pupil running targets.</li> <li>During the summer term introduce ‘Summer Physical Challenges’ - encourage older pupils to set up challenges on the field at lunchtime for pupils to compete and enjoy.</li> </ul>	Funding currently unknown but approx. £100 required for resources and equipment needed for summer challenges.	<ul style="list-style-type: none"> <li>Pupils are more driven to set and reach personal goals related to fitness.</li> <li>Pupils enjoy the element of competition against other classes to run the furthest.</li> <li>Pupils starting out on the Couch to 5K club, reach a 5K distance by the end of the school year.</li> <li>Pupils take part and enjoy the summer challenges.</li> </ul> <p>Monitoring through pupil voice questionnaires and discussions and also through % of pupils achieving 5K and reaching personal goals.</p>	<ul style="list-style-type: none"> <li>This had started successfully. There was an increase in pupils taking part in couch to 5K by 5 pupils.</li> <li>Due to Covid-19 we were unable to complete the challenges set on the school field by Y6.</li> <li>Goal based approach for the whole school was started and very successful by March. A weekly total was taken from each class and added to the challenge display. There was an increase in the number of pupils running outside of school as they were able to add their distances to the class total. This will continue next year.</li> </ul>	
<b>Key indicator 2:</b> The profile of PE and sport being raised across the school as a tool for whole school improvement					Percentage of total allocation: 15%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	

<p>Raise profile of the impact physical activity can have on attainment within the school and wider community.</p>	<ul style="list-style-type: none"> <li>• Share the importance of health and physical activity with pupils, staff and parents through the school website, newsletters, assemblies and signposting to sport opportunities.</li> <li>• Use Facebook and the school newsletter to highlight and celebrate achievements of pupils efforts towards personal goals in the golden mile and Couch to 5K.</li> <li>• Organise and attend inter-school and inter-class competitions to encourage those pupils interested in competing.</li> </ul>		<ul style="list-style-type: none"> <li>• Increased enthusiasm and enjoyment for pupils with the opportunity to be inspired.</li> <li>• Enjoyment and enthusiasm for sport and the Golden Mile rises and more pupils are taking part in lunch and after school clubs.</li> </ul>	<ul style="list-style-type: none"> <li>• The encouragement of adding pupils' running distances outside of school to the class totals encouraged a 20% increase in pupils actively running. Pupils showed more dedication to Couch to 5k knowing that it would add to their class totals.</li> <li>• During lockdown, key worker pupils in school took part in Joe Wicks workouts daily.</li> <li>• EYFS pupils posted a workout challenge via social media to encourage others.</li> <li>• Since returning to school, pupils are completing the Golden mile daily and still taking part in Joe Wicks workouts.</li> <li>• Challenges sent home include sport and P.E activities weekly.</li> </ul>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				65%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Continue to develop staff confidence and ability to teach P.E effectively in <b>all areas</b> of the curriculum.	<ul style="list-style-type: none"> <li>• Audit staff confidence in delivering all areas of the curriculum with Sport coaches, to identify areas of strength and development in the delivery of P.E and mapping of the yearly P.E curriculum – inc new staff.</li> <li>• Ensure that full coverage of the P.E curriculum is taught across CPD and standard P.E sessions for each class.</li> <li>• EYFS P.E sessions provide a holistic approach to sport through themes, story telling and the teaching of early fine and gross motor skills in sport.</li> <li>• Introduce using Move-It Dance scheme to support in the teaching of dance across the school.</li> <li>• Introduce the Move-It scheme to staff to support P.E curriculum teaching.</li> </ul>		<ul style="list-style-type: none"> <li>• Staff confidence to deliver their own PE lessons across the curriculum to improve teaching and learning, particularly in dance.</li> <li>• EYFS now have their own specific scheme of work focusing on physical skills to include story and topic based approach.</li> <li>• Coverage of the curriculum is now thorough and ensure that pupils are able to have the opportunity to develop a wide range of physical skills.</li> </ul>	<p><b>This has been disrupted due to Covid-19.</b></p> <p>Staff have indicated that they no longer need CPD to develop their confidence in delivering P.E lessons and would prefer to further develop linking sport to other subjects after observing the impact of Maths on the Move.</p> <p>Dance curriculum had not been taught by March due to being scheduled for Spring 2. Support may need to be considered here for next academic year.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				5 %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<p>Increase opportunities for all children to engage with a variety of sports and activities</p>	<ul style="list-style-type: none"> <li>• Sport Coaches to liaise with staff and map school curriculum delivery to ensure a variety of coverage.</li> <li>• Continue with a wide variety of extra- curricular and alternative sports, after school clubs and enrichment opportunities.</li> <li>• Increase engagement of all pupils throughout the school in golden mile/after school clubs/ lunch clubs/enrichment activities.</li> <li>• Ensure all children have the opportunity to take part in lunch and after school clubs and ensure there are no barriers for children who wish to attend.</li> </ul>		<ul style="list-style-type: none"> <li>• Curriculum coverage for PE is more thorough.</li> <li>• Enthusiasm of sport is increased from pupils, driven by personal/class and school goals.</li> <li>• Increase of pupils taking part in school sport activities (4 offered per week during and after the school day)</li> <li>• Increased activity levels at lunchtimes and number of opportunities for pupils to become involved in different activities.</li> <li>• More children meeting the daily requirement of a minimum of 30 minutes physical activity</li> </ul>	<ul style="list-style-type: none"> <li>• Despite the disruption of Covid-19 the encouragement of taking part in active learning and fitness has continued through home learning challenges and daily running and keeping fit sessions for those children in school.</li> <li>• Class and whole school goals and achievements are announced and celebrated each Friday (prior to March) and pupils were keen to track their own and whole school progress.</li> <li>• There was no uptake from disadvantaged pupils to take part in Sport clubs after school (paid by school) but they were able to participate in Couch to 5k (2 pupils out of 5).</li> </ul>
<p><b>Key indicator 5: Increased participation in competitive sport</b></p>				<p>Percentage of total allocation: 15%</p>
<p>School focus with clarity on intended <b>impact on pupils:</b></p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>Develop opportunities for pupils to engage in competitions during and outside of school hours.</p>	<ul style="list-style-type: none"> <li>• Provide inter-class competition opportunities within PE sessions at school.</li> <li>• Introduce the new ‘goal based’ approach to the golden mile for pupils to compete personally/across classes and the school.</li> <li>• Seek to find local inter-school competitions for pupils to take part in.</li> </ul>		<ul style="list-style-type: none"> <li>• Children have had different opportunities to take part in sporting events and compete against other classes/schools.</li> <li>• Children have built resilience to strive to achieve their goals and compete to enjoy and win.</li> </ul>	<ul style="list-style-type: none"> <li>• Goal based approach for the whole school was started and very successful by March. A weekly total was taken from each class and added to the challenge display. There was an increase in the number of pupils running outside of school as they were able to add their distances to the class total. This will continue next year.</li> </ul>

				<ul style="list-style-type: none"> <li>• Due to Covid-19 breakout in March, we were not able to take part in inter-school competitions throughout the Spring and Summer terms. This will move forward to next year's targets.</li> </ul>
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