

PE and Sports Grant Report 2019-20

September 2020



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.

| Key achievements to date: | Areas for further improvement and baseline evidence of need: |
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| <ul style="list-style-type: none"> • Three year rolling PE scheme of work written and in place which develops a range of skills in a range of sports • Swimming instructor employed once a week – enabling opportunities to model to less experience teachers in addition to providing weekly swimming lessons to Key Stage two cohort • Opportunities for pupils to access local community sporting activities i.e. kayaking and Arsenal hub | <ul style="list-style-type: none"> • Develop further inclusive P.E projects with co-located mainstream school • Audit current PE resources and buy in equipment to support PE lessons and outdoor play • Create wet play strategy to support physical activities indoors |

| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below: |
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| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your children may swim in another year please report on their attainment on leaving primary school. | 16% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 16% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 0% |
| 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? | Yes. All children in the primary department are timetabled to swim at least once a week. |

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.

| Academic Year: 2019/20 | Total fund allocated: £16,210 | Date Updated: July 2020 | | |
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| Key indicator 1: 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: 55% |
| School focus with clarity on intended impact on pupils : | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Pay for a lunch time play leader and equipment <ul style="list-style-type: none"> All children will have the opportunity to take part in physical activities Aids towards increasing pupil participation and understanding rules and team playing skills in sport Contributes towards the engagement of all pupils in regular physical activity and regulation Children will spend their lunch time being physically active Develop the range of physical activities on offer in the playground Develop the range of physical activities including the use of sensory circuits | <ul style="list-style-type: none"> Regular discussions with the leader over the implementation of Lunch time activities Regular contact and checking how the groups are going Organise children into groups Create a timetable of activities on offer | £6622 £175 (equipment) | <ul style="list-style-type: none"> Pupils are more engaged with sport Less behaviour incidents logged during lunchtimes Timetabled activities were not always motivating enough for pupils; more engagement when interacting as a whole group (rather than paired sports) | <ul style="list-style-type: none"> Continue to offer variety of physical group games and team sports at lunchtime Raise choices of games through the school council voice |
| Pay for Occupational therapist input to increase quality and frequency of physical regulation activities <ul style="list-style-type: none"> Training for staff on how to implement sensory circuits | <ul style="list-style-type: none"> Training sessions to be planned into training calendar Support given to model and run sensory circuits | £2166 | <ul style="list-style-type: none"> Sensory circuit included in some classroom timetables | <ul style="list-style-type: none"> Implement sensory circuits across all of primary or individual sensory circuit programmes |

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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| | | | | 18% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Pay for Occupational Therapist –see key indicator 1 | | £2166 | | |
| Pay for swimming instructor to lead swimming sessions –see key indicator 2 | | £750 | | |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 1% (actual expected 8%) |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Pay for staff travel for pupils to access Kayaking off site – see Key indicator 2 | | N/A | | |
| Provide new activities for the children to engage in | <ul style="list-style-type: none"> Buy equipment for activities including table tennis; parachutes; Frisbees; | £175 (equipment) | <ul style="list-style-type: none"> Engagement within a wider range of physical activities | <ul style="list-style-type: none"> Continue to provide equipment and top-ups where needed to ensure equipment is readily available Raise choices of activities through the school council voice |

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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
| | | | | Was expected 1% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Pupils to participate in Sports day | <ul style="list-style-type: none"> • Arrange date, equipment and site • Purchase medals and stickers • Purchase refreshments • Prepare pupils for Sports day expectations | N/A | <ul style="list-style-type: none"> • Began implementing expectations within class • Increased understanding of the difference between competitive and non-competitive sports • Unable to hold Sports day due to Covid 19 | <ul style="list-style-type: none"> • To continue target into next academic year • Look at how competitive sports can be completed through the year |