

St Joseph's Catholic Primary School



Primary PE and Sports Premium Strategy Document

Academic Year 2018-19

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:
<p>There has been a marked improvement in the level of participation, particularly among those children who are persistently absent from PE lessons.</p> <p>The new outdoor gym equipment has enhanced the physical activity of children, particularly for KS1 and After School children.</p> <p>The purchase of new games equipment has further developed the teaching and learning within the PE curriculum. A greater range of games are now taught with lessons being better resourced.</p> <p>Break and lunchtimes are much more productive due to the new resources. These help to keep the children engaged during playtimes as well as building on skills that have been learnt during P.E lessons. The equipment also improves and scaffolds positive social behaviour. Because of the equipment, children are forming new friendships; their well-being and state of mind whilst in the playground is much more positive and this translates into the classroom.</p> <p>Increased the opportunities for participation in After School Physical activities due to increased demand; this has included additional football sessions, karate and street dance.</p>	<p>Improve teacher's confidence in teaching and delivering high quality PE lessons with a focus on gymnastics. Additional outside support to be sourced from the borough.</p> <p>Develop pupil voice to identify barriers to participation for reluctant children and to act accordingly to reduce those barriers.</p> <p>Continue to increase the breadth of pupil participation in competitive sport, particularly for girls' teams.</p> <p>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.</p> <p>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.</p> <p>Further develop links to other areas of the curriculum such as providing children with opportunities to cook thus increasing their understanding of the role good nutrition plays in being healthy alongside physical and mental wellbeing.</p>

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?	
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?	

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: 2018/19	Total fund allocated: £19,490	Date of next Review: July 2019		
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: 7%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Develop pupil voice to identify barriers to participation for reluctant children and to act accordingly to reduce those barriers. Ensure that all support staff are trained in how to engage children in physical activities during morning and lunchtime play. 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. 	<ul style="list-style-type: none"> 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. Dedicate time for the borough's sports consultant to train support staff in engaging with children in the playground to enhance physical activity. Coaches and staff to identify children who are good role 	Supply costs for TAs attend training and CPD: $12 \times £115 = £1380$	Survey results Feedback from staff and training evaluation forms Feedback from support staff and pupils	Review of survey and answers elicited. Possible repetition of pupil voice Training materials kept I shared area for teachers and TAs to access Training materials retained. Still images and videos to ensure clarity of set-up and ways of operating Review of roles and responsibilities and impact.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				27%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> PE lead and consultant from borough to provide staff CPD on how to plan and develop the PE curriculum with particular emphasis on the teaching of gymnastics. PE coaches team-teaching with training and newly qualified teachers to develop their confidence, knowledge and skills so that all staff deliver high quality lessons that build children's knowledge and skills. 	<ul style="list-style-type: none"> PE coaches to provide further support and team teaching for staff Borough consultant to help analyse a survey of staff confidence and give suggestions moving forward. 	<p>£4000 buy in for Islington Expert consultancy package.</p> <p>Supply cover for staff to observe coaches. 6 days x £190 = £1140.</p> <p>Total = £5140</p>	<p>Feedback from teachers and training evaluation forms</p>	<p>Training materials and teaching and learning materials kept in shared area for staff to access</p> <p>Staff survey to be considered as a permanent, repeatable tool to inform possible CPD opportunities</p> <p>Planning materials from coaches to be stored on shared area or as part of ongoing CPD for teachers files</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				10%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Increase participation of pupils with identified SEND in physical activity by ensuring coaches are aware of needs and how to adapt lessons to so as to meet the needs of all pupils. Encourage pupils to improve their skills, times, distances etc so those pupils who are not competitive or engaging in 	<ul style="list-style-type: none"> Use borough PE consultant to provide CPD to staff on how best to include specific children. PE lead and SENCo to conduct staff meeting on inclusion of SEND children in PE. PhD researcher from Coventry University to visit school and work with 	<p>Part of £4000 consultancy package (see above)</p> <p>£2000 on equipment.</p>	<p>Feedback from staff and evaluation forms from training.</p> <p>Results from assessment</p>	<p>Training materials stored in shared area. SENCO or other suitable member of staff allocated role of updating inclusive practice through time allocated</p>

<p>physical activities have greater motivation to challenge themselves.</p>	<p>children on their level of fitness using a range of assessment activities to measure personal times, speed etc.</p> <ul style="list-style-type: none"> • Purchase of specific equipment designed for SEND children such as those with motor skill difficulties, hand – eye co-ordination etc. 			<p>Staff in charge of monitoring and reviewing the equipment so that it remains in effect for SEND pupils and associated activities</p>
<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation: 0%</p>
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> • Continue to increase the breadth of pupil participation in competitive sport, particularly for girls’ teams. • Signpost families to opportunities outside of school to engage in further activities. • Plans to begin in relation to the development of the outside environment to allow for specific skills training and inter-school house matches. 	<ul style="list-style-type: none"> • 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. 	<p>£10,970 to be allocated towards development of outside environment.</p>	<p>Registers of competitions entered</p> <p>Schools communication channels (eg website, newsletter and mail-outs)</p>	<p>Allocation of staffing roles to ensure that these teams are maintained</p>