

St. Francis Xavier Catholic Primary School

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PE and Sport Premium Spending and Action Plan

2019 - 2020

Evidencing the Impact of Primary PE and Sport Premium

Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

It is expected that schools will see an improvement against the following 5 key indicators:

1. The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. The profile of PE and sport being raised across the school as a tool for whole school improvement
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport

It is a statutory requirement of Ofsted, under their Common Inspection Framework, to ensure that information on the use of the Primary PE and Sport Premium is available on your school website. One of the key purposes of putting information on the school website is to keep parents informed, so this information should be written in a format that is clear and easily accessible. We recommend that you upload the following **template** to your website to serve that purpose.

Primary Physical Education and Sport premium planning and actions should show how use of funding contributes to this vision through identified school priorities which can be measured through reference to key outcome indicators. It is important that the main drivers for improvement are those identified by the school through their self-review. Each school should aim to achieve the following objective:

Evaluation of previous years spend.

- In previous years, have you completed a self-review of PE, physical activity and school sport? Yes
- Have you completed a PE, physical activity and sport action plan/ plan for the Primary PE and Sport Premium spend? Yes
- Is PE, physical activity and sport, reflective of your school development plan? Yes
- Are your PE and sport premium spend and priorities included on your school website? Yes

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Development of zoned areas on the playground to ensure that all children are physically active through sport, drama or movement. • Increased confidence of teachers when leading activities at lunchtime due to the new zoned areas. • Wider range of sports have been available to the children during the school day and during extracurricular clubs. • External sports coaches (Multi-bugs) have helped to develop staff knowledge of games, rules and fundamental movements. • Schools sport coach has achieved Level 3 Dance qualification and is now going to hold staff training and team-teach lessons. • NQT more confident since CPD opportunities. • More KS1 children are now physically active due to alterations and zoning with their playground – more inclusive atmosphere. • Wider range of resources to help support the curriculum e.g. boxercise • Internal sports coach continues to monitor and support teacher with subject knowledge especially in specialist areas such as gymnastics and dance. • 100% up-take in new sports clubs that were on offer during extracurricular time. • Network has continued to develop P.E subject leader’s knowledge and has kept the school up-to-date with the latest initiatives and Ofsted frameworks. • The school participated continued to take part in competitions that were on offer during 2018/2019 academic year. • KS1 participation in non-team sports has continued to rise due to KS2 play pals being present in the playground to encourage and ensure resources are demonstrated and used correctly. They also target non-activity children where possible. 	<ul style="list-style-type: none"> • Curriculum and assessment within P.E. • Ensuring that mapping of skills across the year group is available for teachers. • Improve EYFS provision for fundamental movement so it helps with the transition into P.E. in year 1. • Consider improvements to KS1 playground to enrich their experience when being physically active e.g. traverse wall/trim trail. • Development of KS1 children in competitive sports through intra-mural/MAC competitions. • Sports leaders to be trained by sports coach to help within P.E. lessons. • Find and source CPD opportunities both internally and externally for staff to continue to develop their subject knowledge. • Raise the profile of P.E, sports and physical activity across the school. • Disseminate good practice across the school through the use of coaching and team-teaching. This will allow more confident and competent staff to work together to develop identified areas of weakness. Use staff audit to inform. • Develop MAC competitions to ensure that there are opportunities for the majority of children to take part in competitive sports. • Staff to identify children that may need additional support in P.E. with possible interventions to be held by the school’s sports coach. • Develop sports coach’s knowledge through CPD and opportunities within the MAC. • Succession planning for P.E. subject leaders – release time to develop and to work with current subject leader. • Try to improve fitness levels by a further 20-30% across the school.

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	<ul style="list-style-type: none"> • Setup a sports council with the children. • Embed S.T.E.P strategy within P.E. lessons.
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Meeting national curriculum requirements for swimming and water safety	Please complete all the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	83%
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	93%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	93%
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?	No

Swimming progress check

Year group	2	3	4	5	6
Pupils that can swim without armbands	29%	69%	83%	93%	93%
Pupils that can swim with armbands	71%	31%	16%	7%	7%

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Academic Year: 2019/20		Total fund allocated: £17,820		Date Updated: July 2020	
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: 2%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
Develop zones on both KS1 and KS2 playgrounds to enable the children to be physically active.	<ul style="list-style-type: none"> - Additional resources to replenish previously brought items. A range of different resources e.g footballs, tennis balls, cup 'n' ball, netballs, chalk boards, chalk, hoppers, skipping ropes, role-play for creative P.E curriculum, music etc. 	Indicative funding £ 300: to be used as additional funds from school budget	Zones began but more resources to be ordered – interrupted by Covid 19 and school closure. TO ACTION IN AUTUMN TERM – carry funding forward.	Continue to offer a range of different sports for ALL chn to ensure that they are achieving the expected 30 minutes-a-day.	
Sports coach to develop teacher led games to help target specific groups of children to engage in physical activity during lunch times in both KS1 and KS2	<ul style="list-style-type: none"> - Teachers to engage with chn at break and lunch times through use of teacher box. - Teachers to sources activities and to discuss during phase meetings. 	Use resources from above Sports Coach - £12912.00 (72% of Sports Premium fund)	Teachers engaged with children during playtimes, which supported more effective playtimes with less disruptive behaviour following breaks. This was interrupted by the closure of schools, but staff continued to support children in socially distanced play, which was successful for being active as well as being safe.	Teacher led activities to continue to ensure that chn are physically activity – investigate potential of incorporating music and dance into lunchtimes with more structure. Feedback to be taken from lunch time staff and children – School Council to support here.	
Sports coach to led lunch-time and extra-curricular clubs.	<ul style="list-style-type: none"> - Internal sports coaches will offer specialist coaching, offering a range of sports e.g. hockey, handball etc. - Range of sports will promote previously inactive children to take part. 		This took place every week, where the sports coach led various activities in the MUGA for KS2.	Sports coach to have 100% timetable in the playground in next academic year. Incorporate more individual sports to the school e.g. badminton, table tennis, tennis.	

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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:
				16%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Construct a netted 'roof' playground to ensure ALL children are physically active during break and lunch times.	<ul style="list-style-type: none"> - P.E. subject leader and HT to discuss with potential budget/ designs with external companies. - Arrange for quotations from companies. - Allow staff to have input into the practicalities of the new structures. - Gain opinions from children for this - SLT, governors and MAC to review project is financially viable. - Decide and instruct company to install new structure within the MUGA in the KS2 playground. - Site manager informed. 	£2746.00	Works delayed, now due to be completed in August 2020.	<p>Ensure that a programmes of various sports is planned to take place in the MUGA. School Council to review games, activities and their impact.</p> <p>Continue to monitor sports equipment throughout year – PE subject Leader and Sports coach to audit regularly.</p>
Additional focus on different sporting events – linked themed weeks or playtime activities.	<ul style="list-style-type: none"> - Raise profile of physical activity in the playground with KS1 children. - Resources to be purchased and sourced for play-pals to use. - Sports coach to train and develop leader's knowledge of multi-skills, games etc. 	Within the cost of the role of Sports Coach	Sports Coach led different focuses for activities, but also gave children choices, where football in the MUGA became the most favoured activity.	Employ School Council(children) to gather opinions and explore with PE leader/Sports Coach how games can be more varied, building in competition for focus weeks, e.g., volleyball week, where year groups can earn points each day and children can win an extra session in the MUGA.
To engage KS1 children in physical activity through use of zoned areas and sports coach led games and activities.	<ul style="list-style-type: none"> - Additional resources to replenish previously brought items. A range of different resources e.g footballs, tennis balls, cup 'n' ball, netballs, chalk boards, chalk, hoppers, skipping ropes, role-play for creative P.E curriculum, music etc. 	Indicative funding £150: to be used as additional funds from school budget	Zones began but more resources to be ordered – interrupted by Covid 19 and school closure. TO ACTION IN AUTUMN TERM – carry funding forward.	

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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%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Implementation of the skills progression across the school linking it to the school's curriculum driver.	<ul style="list-style-type: none"> - Subject leader to hold CPD staff meeting with ALL staff. - Sports coach to use her level 3 Dance qualification to help develop teachers. - Coaching culture to be developed within P.E lesson to enhance teaching and learning – initial emphasis will be on differentiation using S.T.E.P. - Employed sports coach to develop teacher's knowledge with a focus on gymnastics and fitness lessons. - Contact governing bodies for additional opportunities for CPD. 	Within the cost of the role of Sports Coach.	School closure prevented this CPD for the whole staff from taking place, support was given in dance and gymnastics in lessons. There was clear progression of skills across the school for gymnastics, now dance needs to be developed.	<p>Continue to provide CPD opportunities for teacher e.g. team teaching, external agencies etc. Utilise expertise within the MAC to lead further CPD.</p> <p>Develop the use of the Chance to Shine resources by encouraging staff to use them. Staff meeting to show everyone the resources and equipment needed.</p>
Enhance skill-set of school Sports Coach through working within the network and MAC.	<ul style="list-style-type: none"> - Attend AfPE conferences and cluster meetings with SGO. 	£950	Hands, Hearts and Minds theme was introduced to PE and used with the children.	Members of staff moving to different year groups/key stage – additional CPD maybe needed to enhance or develop subject knowledge.
Continue to develop PE subject leaders' knowledge on the latest developments within Physical Education.	<ul style="list-style-type: none"> - Subject leader to monitor PE lessons to ensure high quality PE is happening. 		Due to school closure, CPD was lessened though the current leader of PE has supported new PE leader in developing her role. Now to hand over PE in the Autumn term this year.	CPD led by PE leader to further implementation of Hands, Hears and Minds for PE. Explore how this approach can be carried across the curriculum.
Succession planning in Summer term: new subject leader. (May 2020)	<ul style="list-style-type: none"> - Staff questionnaire to evaluate strengths and weaknesses in PE. - Subject leader time to help hand over subject to new subject leader. 			Support for new PE leader from previous lead, due to school closure interruption.

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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				0%* *Within coach role
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Continue to offer a wider range of activities both within and outside of the curriculum to get more pupils active.	<ul style="list-style-type: none"> - Continue to ask the pupil's opinions through surveys to see what additional activities or resources the children would like. - Internal sport coach to work with staff in clubs e.g. gymnastics to develop support staff skills sets. - Indoor lunch activities e.g. dance, gymnastics. - Teacher to guide and to target children who are hard to reach during PE and sports clubs during break and lunch times. 	Via Sports Coach Funding	Clubs took place and were well attended in KS1, with 22 children, it was less in KS2, at 13 children.	<p>Continue and develop range of competitions and activities the school offers to ALL chn.</p> <p>Investigate the possibility of additional lunch time coaches and activities.</p> <p>Play Pal resources to be monitored and additional resources purchased to engage and ensure that KS1 chn are exposed to many different opportunities.</p>
Key indicator 5: Increased participation in competitive sport				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>Continuation and development of more inter/intra-mural tournaments at lunch times, which have been identified by the pupil survey.</p> <p>School Sports Coach to develop sports leaders to lead warm-ups and games at break, lunch times and within lessons with a particular emphasis on KS1.</p>	<ul style="list-style-type: none"> - Transport to increase participation in school games in KS1 and KS2. - Identify staff/sport leaders who will undertake the warm-ups and cool downs in P.E. lessons (year 4, 5, & 6). - Develop knowledge of staff by offering CPD opportunities when available. - KS2 sports day to be arranged amongst the four primary schools (St Catherine of Sienna MAC) – transport and facilities. 	<p>£4,00</p> <p>Within the cost of Sports Coach role</p>	<p>Due to key staff from other schools being on leave, this did not take place, followed by interruption of Covid 19 and closure.</p> <p>Children within KS2 were beginning to do this. This now needs further implementation so that they are championed as PE leaders.</p> <p>Covid 19 interrupted this due to closure – move to 2020-2021.</p>	<p>Consider holding Inter Mac competitions via teams if visiting schools is not possible for ALL sporting opportunities.</p> <p>Current play pals to develop and help train additional play pals for next academic year.</p> <p>Sources and find CPD opportunities.</p> <p>Develop role of Mini Sports Coaches.</p> <p>Network and arrange PE subject leaders meeting so that additional competitions and events can be held</p>

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<p>Develop working relationships within the MAC cluster to develop previous years sports day and to introduce additional competitions and inclusion of year 3,4,5 and 6.</p>	<p>- Subject leaders from cluster school to meet to develop previous years sports day.</p>	<p>£500 (approx.) Total: £17,820</p>		<p>throughout 19-20 academic year.</p>
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