

# St Francis Xavier Catholic Primary School



## PE and Sport Premium Spending and Action Plan

2020 - 2021

## 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:

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Internal sports coach (NT) have helped to develop staff knowledge of games, rules and fundamental movements.</li> <li>• Schools sport coach has achieved Level 3 Dance qualification and is now going to hold staff training and team-teach lessons.</li> <li>• All sports clubs had 100% of spaces full and during extracurricular time.</li> <li>• New subject leader in place for September 2020.</li> <li>• Teachers more competent and confident in delivering gymnastics due to CPD provided by internal sports coach continued.</li> <li>• Progression maps and long-term overviews have been developed.</li> <li>• Mapping of skills across the year group is available for teachers.</li> <li>• Children were more physically active due to the wider range of sports that were made available to the children during the school day.</li> <li>• More KS1 children are now physically active due to alterations and zoning with their playground – more inclusive atmosphere.</li> <li>• Enriched P.E. lesson due to be exposed to new and exciting sports e.g. yoga boxercise, Pilates.</li> <li>• 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.</li> <li>• New subject leader has been introduced and welcomed into network to build network and to start working with MAC subject leader in advance of taking on new role within school.</li> <li>• Gradually the S.T.E.P strategy is embedding within P.E. lessons</li> <li>• KS1 participation in non-team sports has continued to rise due to KS2 play pals being present in the playground (prior to COVID19) to encourage and ensure resources are demonstrated and used correctly. They also target non-activity children</li> </ul>	<ul style="list-style-type: none"> <li>• COVID restrictions on certain pieces of equipment: continue to development of zoned areas on the playground to ensure that all children are physically active through sport, drama or movement.</li> <li>• Internal sports coach no longer with school – look for CPD opportunities and time for subject leader to support teachers.</li> <li>• Assessment and curriculum still under review to ensure that they align to the SIP and are informed by the school’s SEF.</li> <li>• The school will look to participate in competitions that are on offer during 2020/2021 academic year within the constraints of COVID19.</li> <li>• Ensure that the school finds ways for the play pals to continue working with the younger children (KS1).</li> <li>• More stringent and accurate assessment within P.E.</li> <li>• Improve EYFS provision for fundamental movement so it helps with the transition into P.E. in year 1.</li> <li>• Consider improvements to KS1 playground to enrich their experience when being physically active e.g. traverse wall/trim trail.</li> <li>• Development of KS1 children in competitive sports through intra-mural/MAC competitions.</li> <li>• Raise the profile of P.E, sports and physical activity across the school.</li> <li>• 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.</li> <li>• Develop MAC competitions to ensure that there are opportunities for the majority of children to take part in competitive sports. (Missed opportunity in 19/20)</li> <li>• Develop sports coach’s knowledge through CPD and opportunities within the MAC.</li> <li>• Try to improve fitness levels by a further 20-30% across the school.</li> <li>• Setup a sports council with the children.</li> </ul>

Did you carry forward an underspend from 2019-20 academic year into the current academic year? **YES** \* Delete as applicable

If YES you **must** complete the following section

If NO, the following section is **not** applicable to you

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

<b>Academic Year: September 2020 to March 2021</b>		<b>Total fund carried over: £1176</b>	<b>Date Updated: November 2020</b>	
What Key indicator(s) are you going to focus on?				<b>Total Carry Over Funding: £1176</b>
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated: <b>£1176</b>	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:

<b>Meeting national curriculum requirements for swimming and water safety.</b>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	93%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	93%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	93%
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?	No

### Swimming progress check

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

## 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 pupils today and for the future.

Academic Year: 2020/21		Total fund allocated: £18,120		Date Updated: November 2020	
<p><b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>					Percentage of total allocation:
					%
Intent	Implementation		Impact		
<p><i>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</i></p>	<p><i>Make sure your actions to achieve are linked to your intentions:</i></p>		<p><i>Funding allocated:</i></p>	<p><i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i></p>	
<p>Develop zones on both KS1 and KS2 playgrounds to enable the children to be physically active.</p>	<ul style="list-style-type: none"> <li>- 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.</li> <li>- PE lead to ensure a range of children i.e. boys, girls, FSM and PP are attending different clubs.</li> </ul>		<p><b>£500</b></p>	<ul style="list-style-type: none"> <li>- Continue to offer a range of different sports for ALL chn to ensure that they are achieving the expected 30 minutes-a-day.</li> </ul>	
<p>Provide opportunities for dance and movement for:</p> <ul style="list-style-type: none"> <li>- PE lessons outside</li> <li>- Lunchtime activities</li> </ul>	<ul style="list-style-type: none"> <li>- PE lead to lead staff INSET utilising learning from DanceDesk.</li> <li>- Children to enjoy a range of music and dance styles in outdoor PE and in lunchtime activities.</li> </ul>		<p><b>£300</b></p>	<ul style="list-style-type: none"> <li>- Children to develop as leaders too in Play/Dance Pals teaching sequences to lower KS2 and KS1 (when safe to mix bubbles).</li> </ul>	

<p>MAC 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 once-a-week.</p>	<ul style="list-style-type: none"> <li>- Teachers to engage with chn at break and lunch times through use of teacher box.</li> <li>- PE lead to ensure a range of children i.e. boys, girls, FSM and PP are attending different activities.</li> <li>- Teachers to source activities and to discuss during phase meetings.</li> </ul>	<p><b>£4290</b></p>		<ul style="list-style-type: none"> <li>- Teacher led activities to continue to ensure that chn are physically activity – investigate potential of incorporating music and dance into lunch times with more structure. Feedback to be taken from lunch time staff and children.</li> </ul>
<p>School to offer teacher/coach led lunch-time and extra-curricular clubs with an emphasis on range of activities e.g. cricket, volleyball, netball etc.</p>	<ul style="list-style-type: none"> <li>- MAC sports coach to implement and to work with teachers/support staff to up-skill.</li> <li>- Existing support staff to be given timetable of different activities that should take place within M.U.G.A (<b>30 mins per day x 5</b>)</li> <li>- Registers to be taken and monitored at extracurricular clubs.</li> <li>- Target those children who aren't engaging with extra-curricular sports.</li> <li>- Pupil voice will be undertaken to see what sports and clubs the children want.</li> </ul>	<p><b>£1950</b></p>		<ul style="list-style-type: none"> <li>- Continue to incorporate more individual sports to the school so that the children develop a love for being active e.g. badminton, table tennis, tennis.</li> </ul>
<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>				<p>Percentage of total allocation:</p>
				<p style="text-align: center;">%</p>
<p style="text-align: center;"><b>Intent</b></p>	<p style="text-align: center;"><b>Implementation</b></p>		<p style="text-align: center;"><b>Impact</b></p>	
<p><i>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</i></p>	<p><i>Make sure your actions to achieve are linked to your intentions:</i></p>		<p><i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i></p>	<p><i>Sustainability and suggested next steps:</i></p>
<p>Development of the KS1 playground to ensure ALL children are physically active during break and lunch times.</p>	<ul style="list-style-type: none"> <li>- P.E. subject leader and HT to discuss with potential budget/ designs with external companies.</li> <li>- Arrange for quotations from companies.</li> <li>- Allow staff to have input into the practicalities of the new</li> </ul>	<p><b>£5000</b></p>		<ul style="list-style-type: none"> <li>- Continue to monitor sports equipment throughout year – PE subject Leader and Sports coach to audit regularly.</li> </ul>

	<ul style="list-style-type: none"> <li>structures.</li> <li>- SLT, governors and MAC to review project is financially viable.</li> <li>- Decide and instruct company to install new structures within the KS1 playground.</li> <li>- Site manager informed.</li> </ul>			
	<ul style="list-style-type: none"> <li>- P.E. subject leader and HT to discuss with potential budget/ designs with external companies.</li> <li>- Arrange for quotations from companies.</li> <li>- Allow staff to have input into the practicalities of the playground surfaces (non-toxic painting of playground surfaces).</li> <li>- SLT, governors and MAC to review project is financially viable.</li> <li>- Decide and instruct company to install new structures within the KS1 playground.</li> <li>- Site manager informed.</li> </ul>	<b>£4000</b>		<ul style="list-style-type: none"> <li>- Continue to monitor use of playground throughout year – PE subject Leader and Sports coach to audit regularly.</li> </ul>
New subject leader to focus on national and worldwide sporting initiatives that can be incorporated into linked themed weeks or playtime activities e.g. Euro 2021, Six Nations, Tokyo Olympics (rearranged due to COVID19).	<ul style="list-style-type: none"> <li>- Raise profile of physical activity through showing and giving profile to role models and elite sports men and women.</li> <li>- Promotes positive behaviours linked to SUMO and ASPIRE TO BE...curriculum.</li> </ul>	<b>None – cost would be time (management and INSET)</b>		
School's P.E. policy to be adapted and modified to work within line with new/current guidelines.	<ul style="list-style-type: none"> <li>- A clear vision statement needs to be developed that reflects the promotion of active, healthy lifestyles within our school ethos.</li> <li>- The PE Policy and risk assessments need to be updated and amended in line with AfPE recommendations and to be shared and agreed with all staff and governors.</li> </ul>	<b>None – cost would be time (management and INSET)</b>		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
<i>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
To improve the quality of teaching and learning in PE by ensuring all staff are clear about the learning journey within their year group and what has previously been taught and what will come next.	<ul style="list-style-type: none"> <li>- Subject leader to hold CPD staff meeting with ALL staff.</li> <li>- 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.</li> <li>- MAC employed sports coach to develop teacher’s knowledge with a focus on areas that will be highlighted via staff survey.</li> <li>- Contact governing bodies for additional opportunities for CPD.</li> </ul>	<b>£TBC</b>		<ul style="list-style-type: none"> <li>- Continue to provide CPD opportunities for teacher e.g. team teaching, external agencies etc.</li> </ul>
New subject leader in post: continue to develop PE subject leaders’ knowledge on the latest developments within Physical Education.	<ul style="list-style-type: none"> <li>- Continue to attend network meetings delivered by DanceDesk/YST/AfPE and share information with staff and SLT.</li> <li>- Use more experienced subject leaders from network to help disseminate good practice with staff during INSETs.</li> <li>- CPD for new subject leader – enhance and develop knowledge.</li> </ul>	<b>£955</b>		<ul style="list-style-type: none"> <li>- Members of staff moving to different year groups/key stage – additional CPD maybe needed to enhance or develop subject knowledge.</li> <li>- New subject leader to lead and develop staff through ongoing CPD during staff meeting and coaching sessions (within lesson).</li> </ul>

Develop accurate teacher assessment within P.E.	<ul style="list-style-type: none"> <li>- Agreed platform of DCPro where all data will be inputted by teachers.</li> <li>- Teachers to use progression maps to help assess their classes more accurately.</li> <li>- Subject leader to analysis and monitor key groups and classes to ensure that all children are on track at the end of EYFS, KS1 and KS2.</li> </ul>			<ul style="list-style-type: none"> <li>- Continue to build and evolve DCPro platform to make it more bespoke for SFX P.E. assessment.</li> <li>- Long-term: trends can be analysed thereby exposed strengths and weaknesses within the children's learning journeys.</li> </ul>
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation:  
%

Intent	Implementation	Impact		
<i>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
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"> <li>- Continue to ask the pupil's opinions through pupil voice to see what additional activities or resources the children would like.</li> <li>- MAC sport coach to work with support staff in clubs e.g. invasion games to develop support skills sets.</li> <li>- Indoor lunch activities e.g. dance, gymnastics, table tennis, Go Noddle.</li> <li>- Teachers to guide and to target children who are hard to reach during PE and sports clubs during break and lunch times.</li> </ul>	<b>£TBC</b>		<p>Continue and develop range of competitions and activities the school offers to ALL chn.</p> <p>Multi-bugs to continue working with the school and to vary the sports that they offer.</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:
				%
Intent	Implementation		Impact	
<i>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
Continuation and development of more inter/intra-mural tournaments at lunch times, which have been identified by the pupil survey.	<ul style="list-style-type: none"> <li>- Transport to increase participation in school games in KS1 and KS2.</li> <li>- Develop knowledge of staff by offering CPD opportunities when available.</li> </ul>	<b>£TBC</b>		<p>cost for ALL sporting opportunities – new account opened for more reliable service provider.</p> <p>Current play pals to develop and help train additional play pals for next academic year.</p>
MAC 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.	<ul style="list-style-type: none"> <li>- Identify staff/sport leaders who will undertake the warm-ups and cool downs in P.E. lessons (year 4,5, &amp; 6).</li> </ul>	<b>£TBC</b>		Sources and find CPD opportunities.
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.	<ul style="list-style-type: none"> <li>- KS2 sports day to be arranged amongst the four primary schools (St Catherine of Sienna MAC) – transport and facilities.</li> <li>- Subject leaders from cluster school to meet to develop previous years sports day.</li> </ul>	<b>£500 (approx.)</b>		Network and arrange PE subject leaders meeting so that additional competitions and events can be held throughout 21-22 academic year via Teams, if necessary.

Signed off by	
Head Teacher:	J.Downes
Date:	November 2020
Subject Leader:	M.Leese
Date:	November 2020
Governor:	
Date:	