



Primary PE and Sport Premium Funding 2019/2020

## St John's C of E First School

### Primary PE and Sport Premium Funding 2019/20

In April 2013, the Government announced new funding of £150 million for Physical Education (PE) and sport. This funding should be used to improve the quality and breadth of PE and Sport provision. The funding was initially for the period 1 September 2014 – 31 August 2016. This funding was ring fenced to be used for sport specific areas to make an impact in Physical Education and Sport in schools.

Schools were free to determine how best to use this funding to improve the quality and breadth of PE and Sport provision, including increasing participation in PE and Sport so that all pupils develop healthy lifestyles and reach the performance levels they are capable of.

On 30th April 2019 the Department for Education confirmed that the Primary PE and Sport Premium will continue, at the doubled rate (£320 million) for 2019-2020.

This news means that schools will be able to continue to deliver, improve and develop high quality Physical Education, Physical Activity and School Sport provision.

#### **The funding facts for 2018-19 were announced in October 2019**

- Schools with 16 or fewer eligible pupils receive £1000 per pupil in Years 1-6
- Schools with 17 or more eligible pupils receive £16,000 plus an additional payment of £10 per pupil in Years 1-6

**Based on this information, funding received by St John's First School in the academic year 2019/20 will be: £ 17,210**

The vision for the Primary PE and Sport Premium is:

**VISION:** *All pupils leaving primary school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport.*

**OBJECTIVE:** *To achieve self-sustaining improvement in the quality of PE and sport in primary schools. We would expect indicators of such improvement to include:*

- the engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school.
- the profile of PE and sport being raised across the school as a tool for whole school improvement
- increased confidence, knowledge and skills of all staff in teaching PE and sport
- broader experience of a range of sports and activities offered to all pupils
- increased participation in competitive sport.

We have used the document commissioned by the DfE and created by the Association of Physical Education and the Youth Sport Trust (shown below) to support us in assessing and auditing our provision of PE and identifying what to spend our PE Premium on.

## 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.

<b>Academic Year: 2019/20</b>		<b>Total fund allocated: £17,220</b>		<b>Date Updated: 8<sup>th</sup> July 2020</b>	
<b>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</b>					Percentage of total allocation: 3.7 %
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>		
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:	Make sure your actions to achieve are linked to your intentions:		Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Further develop the activities and opportunities on offer at playtimes.  Pupils continue to make better use of the outside space around the school. Teaching staff utilise time for short burst fitness activity. Pupils' overall activity levels increase.	<ul style="list-style-type: none"> <li>- Discuss with sports ambassadors ideas to help encourage children to be more active at break times using the knowledge and skills gained from their playground leader training at the beginning of the year.</li> </ul>		£100	Sports ambassadors to use the knowledge and skills gained from their playground leader training at the beginning of the year to help involve children on the playground during break times and lunchtimes.	Ask children from each class to offer suggestions for changes to activities on offer at break times.
Continue to develop the activities and opportunities on offer at playtimes.	<ul style="list-style-type: none"> <li>- New equipment purchased for children to use at play time, co-ordinated by sports play leaders. (Huff and Puff)</li> <li>- First Aid certificate for staff in charge of play leaders and lunchtime sports activities.</li> <li>- Teachers to offer lunchtime sports activities.</li> </ul>		£400	Sports ambassadors keen to work with school council to improve provision.  Observations and assessments of children indicate that newly acquired resources are positively impacting stamina, and other physical dexterities such as balance and core strength as well as general physical co-ordination.	Regular meetings with sports ambassadors to ascertain what children are enjoying and what improvements/ changes can be made.

<p>Pupils with developmental co-ordination needs continue to receive tailored support to improve motor coordination, gaining confidence and maximising participation in all curriculum subjects.</p>	<ul style="list-style-type: none"> <li>- Learn to move intervention planned and delivered as by specialist TA;</li> <li>- Learn to move principles applied in PE lessons in class.</li> </ul>	<p>£150</p>	<p>Targets are shared and written by Specialist TA and Class Teacher and reviewed by them also. This helps to ensure their personal physical target is development in intervention time, PE lessons and in general class time, where possible.</p>	<p>Regular meetings / feedback with specialist TA. Look at pupils' targets and monitor progress. Identify pupils who do not require further support from the programme and those children who need to join the programme.</p>
<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: 19.4 %</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>		<p><b>Impact</b></p>	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>To use a battery powered PA system to further enhance sporting activities including sports day and weekly Fit and Fruity routines as well as whole school sporting events which are held on the school field and playground.</p>	<ul style="list-style-type: none"> <li>- Purchase a portable battery powered PA system which has a microphone and can play music through CD and bluetooth.</li> <li>- Use PA system to further involve the whole school community in sporting activities.</li> <li>- Further enhance pupils range of sporting activities to include regular opportunities to use music as a motivational factor in engaging pupils in sport.</li> </ul>	<p>£300</p>	<p>The whole community will be more involved in the sporting achievements of pupils when a PA system is used to inform parents/carers and other children during sporting events.</p>	<p>Plan a wider range of sports opportunities into playtimes and the curriculum that will motivate children to increase their physical activity through music and vocal encouragement.</p>

<p>Ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in the sporting celebrations.</p>	<ul style="list-style-type: none"> <li>- Further develop the opportunities to engage in a wide range of sporting activities that enhance the rural school context eg: Maypole dancing and country dancing.</li> <li>- Sporting achievements and attendance at local fixtures celebrated in Worship (match results and notable achievements in lesson and after school clubs etc...)</li> <li>- Website, parent mail, Marvellous Me and notice boards in school will raise the profile of PE and Sport for all visitors and parents.</li> <li>- Dates of events on school website and weekly poster. After school clubs and holiday clubs promoted and displayed by the school.</li> <li>- Dates of events on school website and diary dates After school clubs and local clubs promoted and displayed by the school.</li> <li>- Create achievement certificates for all children's personal achievements at sports afternoon to be given out in Worship.</li> </ul>	<p style="text-align: center;">£200</p>	<p>Parents and children knowledgeable and excited about upcoming events.</p> <p>Increase of children celebrating sporting achievements at school.</p> <p>Parents and children knowledgeable and excited about upcoming events.</p> <p>Children were excited and motivated at the chance of being the winners of the sports day trophy. Winners felt very proud.</p>	<p>Teachers to continue to use Marvellous Me to promote fixtures and achievements, sharing photos with parents.</p> <p>Sports Leaders take responsibility for the notice boards and ensure that they have information about matches/clubs/results and pupils are keen to get involved.</p>
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<p>Dance HLTA to support Y1, 2, 3 and 4 PE for 2 terms 2 afternoons a week.</p> <p>KS2 pupils to further develop their confidence in sports leadership skills.</p> <p>PALS – Children from Year 4 to be in charge of the break time equipment.</p>	<ul style="list-style-type: none"> <li>- Timetable appropriately and places dates in the diary.</li> <li>- Continue to develop the role of sports Ambassadors for KS2 pupils</li> </ul> <p>Identify equipment required to provide active and engaging break times. Ask the Sports ambassadors and school council to find out what the children would like to be able to use to keep them active at playtimes and involve them in the ordering/selection process. Educate PALS and rest of school in routines and helping to maintain/look after equipment</p>	<p>£2835</p> <p>£25</p>	<p>High quality gymnastics and dance teaching and planning opportunities.</p> <p>Sports Leaders (in Y4) continue to operate at playtimes and revise the games on the playground weekly. Some of the Sports Leaders attended a day course run by WASP on Sports Leaders in Autumn 2019. Observations of children by staff show that children enjoy the games but support is being given by PE Co-ordinator to help Sports Leaders with their Leadership skills and to ensure children across all year groups participate and to ensure the games are of a good level of challenge.</p> <p>Children were excited to use the new equipment during their break times and lunch times. Staff members commented on the “buzz” in the playground.</p>	<p>Regular feedback and discussion with teacher looking at targets.</p> <p>Sports Leaders to continue pass on their training experience to their successors. Encourage the children to take more responsibility for areas of the school to help continue raise the profile of PE and Sport for all children, visitors and parents.</p> <p>Continue with revised format to include more inclusive activities in order to fully integrate pupils with disabilities.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				19.4 %
Intent	Implementation		Impact	
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:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>In order to improve progress and achievement of all pupils the focus is on up-skilling the staff. The following staff will undertake the following courses and disseminate to other staff:</p> <ul style="list-style-type: none"> <li>● Subject leader to attend Dorset PE and School Sport Conference.</li> <li>● 'Get Set PE' Scheme bought for Reception – Year 4</li> <li>● First aid training in order to take children to events and for Saturday morning football</li> </ul> <p>Teachers and TA attendance at WASP events working alongside knowledgeable PE staff and play leaders gaining subject confidence and CPD opportunities in a range of sports</p>	<ul style="list-style-type: none"> <li>- Ensure that time is provided for school based working (eg INSET and/or staff meetings).</li> <li>- Appropriate cover organised.</li> <li>- Investigate in a scheme and</li> <li>- lead training with colleagues</li> <li>- First Aid course bookings</li> <li>- Ensure adequate/appropriate staffing arrangements (coach) are made and dates for events are in the school calendar and on the school website well in advance.</li> </ul>	<p>£300</p> <p>£1650</p> <p>£432</p> <p>£360</p>	<p>Increased confidence and better subject leadership skills enabling the subject leader to lead professional learning for all staff.</p> <p>Subject leader confident to deliver up to date subject information when leading discussions with all staff.</p> <p>Class teacher and HLTAs more confident to deliver PE curriculum ensuring progression</p> <p>More staff able to accompany children to events, safety of children assured at Saturday league football.</p> <p>Positive feedback from staff regarding the professional nature of coaching sessions the events and how they feel they are being up skilled in areas outside of their comfort zone.</p>	<p>Whilst the funding continues teachers/HLTA/TA's will be supported to attend CPD courses where appropriate.</p> <p>Staff will work together and share good practice from both the professional sports coaches (summer term), WASP events and PE curriculum taught.</p> <p>Staff will then have the opportunity to transfer knowledge of these sport specific practices/activities into other PE curriculum areas.</p>

<p>In order to monitor and audit subject area and organise WASP events subject leader to have allocated time to carry out necessary tasks.</p>	<p>Ensure time is provided for subject leader to administer staff and pupil questionnaires. Timetabled slots in the diary. Appropriate cover organised.</p>	<p>£600</p>	<p>Positive feedback from staff regarding the professional nature of coaching sessions the events and how they feel they are being up skilled in areas outside of their comfort zone</p>	<p>Sharing good practice leading to increased subject knowledge and confidence.</p>
<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>				<p>Percentage of total allocation: 24 %</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>		<p><b>Impact</b></p>	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Additional achievements: Continue to offer a wider range of exciting activities both within and outside the curriculum in order to get more pupils involved. Focus particularly on those pupils who do not take up additional PE and Sport opportunities.</p> <p>Subsidising club fees for children identified as more vulnerable.</p>	<ul style="list-style-type: none"> <li>- Purchase/replace equipment to ensure that children are able to continue to experience and take part in a broad range of activities.</li> <li>- Research into possible new opportunities for extra-curricular clubs.</li> <li>- Liaise with children, club leaders and finance to provide opportunities in tennis club, Sparkle and Shine, swimming lessons and football clubs.</li> </ul>	<p>£500</p> <p>£522</p>	<p>Increased participation by all groups of pupils.</p> <p>Subject leader and HLTA confident to share skills from recent CPD with other staff members and during curriculum time.</p> <p>Participation of children who would otherwise not take part in extra-curricular activities due to the financial barrier.</p>	<p>Continue to monitor popularity of extra-curricular activities on offer to ensure interests/needs of the children are being met, through pupil survey.</p> <p>Ask children in Sports Ambassadors/School Council for their opinions on potential clubs.</p> <p>Research possibility for more potential clubs to offer taster sessions and ask children to sign up so that the most popular choice can be trialled.</p>



<p>Provision of outdoor education opportunities though new orienteering course set up</p>	<ul style="list-style-type: none"> <li>- Subject leader to meet with Orienteering expert to set up course as well as for CPD on how to use course.</li> <li>- Purchase/replace equipment to ensure children are able to take part in the activity.</li> </ul>	<p>£400</p>	<p>Children participate in outdoor activities on the school site developing map reading skills and team work.</p>	
<p>Enhance active outdoor learning further with an emphasis on wellbeing and health as well as physical development.</p>	<ul style="list-style-type: none"> <li>- Forest School Specialist Teacher to teach Forest School 'active curriculum' to all children in Reception for two terms (Spring and Summer) one a half day a week with support of teaching staff in Reception. Specialist Teacher mentoring teaching staff during this programme.</li> </ul>	<p>£2440</p>	<p>Forest School Specialist carried out an assessment before and after 'active curriculum' and noted that children's physical development, both gross and fine had improved. Results also indicated that pupils' emotional well-being and engagement had increased. Class teachers confirm pupils' increased resilience to other physical and academic challenges during and after Forest School provision, combined with improved focus, concentration and collaborative / team skills.</p>	<p>Staff involved in supporting the programme, (i.e. teachers and TA's) who have observed sessions shared best practice and offer ideas to other teachers and support staff in other year groups across the school. Evidence of children's learning – photographs, video and teacher observations shared with staff across the school and where possible, uploaded onto 'google drive'. Continue to offer a 'Forest School's' club for the next academic year.</p>
<p>Create a Forest School setting on the school grounds to enable all children at St John's to access and further develop their physical development and wellbeing.</p>	<ul style="list-style-type: none"> <li>- Subject leader met with Forest school leader to assess, create and set up Forest School on school grounds.</li> <li>- Purchase of equipment for the setup of a school site Forest school.</li> </ul>	<p>£300</p>		<p>September 2020 seek further opportunities to offer 'Forest School's to other year groups. Year 1 to access Forest School in September 2020 with Forest School leader.</p>

<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				11.5 %
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:	Make sure your actions to achieve are linked to your intentions:		Funding allocated:	Sustainability and suggested next steps:
More opportunities to access and engage children in competitive sport and local competitions and gain positive benefits from participation.	<ul style="list-style-type: none"> <li>Confirm attendance/pay entrance fees for WASP sporting events. Ensure adequate/appropriate staffing arrangements are made and dates for events are in the school calendar and on the school website well in advance.</li> <li>Confirm attendance/pay entrance fees/organise travel for 'School Games' and other sporting events. Ensure adequate/appropriate staffing arrangements are made and dates for events are in the school calendar and on the school website well in advance.</li> </ul>	<p>£480</p> <p>£1500 (inc contingency for event finals)</p>	Both year 3 and year 4 commented on how they enjoyed taking part in these competitions, how it made them feel proud to represent the school and how they would like to be able to take part in more events.	<p>Continue to liaise with Wimborne Area Schools to ensure similar events/opportunities continue in the future.</p> <p>Continue to liaise with SGO to ensure all applicable events are advertised and attended</p>

Signed off by	
Head Teacher:	Antonia Dufek
Date:	10.07.20
Subject Leader:	Antonia Dufek
Date:	10.07.20
Governor:	Geoff Bates
Date:	

**£3,716 carried over to next academic year.**

