

St Gregory's Catholic Primary School



Evidencing the Impact of the Primary PE and Sports Premium Funding 2016-2017

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:
<ul style="list-style-type: none"> Children are adept at making conscious decisions about movement and space. They transfer this independent thinking across the curriculum and are better prepared to transfer skills into game situations. Fit4schools have provided staff with the knowledge and understanding of how to develop this. Year 5 pupils display a willing attitude and good ability in PE and sport. They are able to deliver lunchtime activities for the next academic year and will form a sports council to support auditing resources for lunchtimes and the curriculum. As members of the sports council they will act as ambassadors of fitness across the school. Fitness sessions, combined with the fundamental movement skills teaching, ensures that children are exposed to fitness opportunities regularly. Timetabling of the coming year will demonstrate a dedicated fitness session. This will be included in the monitored and review schedule. This can be an easily achieved target this year as the Fit4Schools materials, which are also accessible at home, can be used to ensure regular fitness is taking place. Furthermore, playground signage with fitness program cards printed on them, will undoubtedly boost the profile of fitness. There was an overall school improvement of 29.03% in fitness levels from academic year start to end. 	<ul style="list-style-type: none"> Embed a PE leaders programme putting training to use and provide a more varied lunchtime for all pupils across the school. Use these children to also promote active lifestyle initiatives in classes across the school, e.g. an additional, daily 30-minute physical activity target Share practise of teaching across phases for all staff. A team-teach approach will develop practise for all, particularly new staff. This will be a great way of encouraging new ideas, staff taking risks in their delivery of PE and also develop differentiation (support and challenge) within lessons. Track progress of pupils and develop a strategy of intervention for low scorers on the fitness program Provide further opportunities for competition across the academy Develop resources for physical activity opportunities around the school environment Upskill new staff and those who wish to develop understanding in specific areas Increase children's aspirations in PE and sport by arranging for sports visits and visitors to engage them. Make an explicit link in praise assemblies to acknowledge sporting achievements.

Meeting national curriculum requirements for swimming and water safety	Please complete all of 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?	87 %
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?	80%
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?	66%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <i>over and above</i> the national curriculum requirements. Have you used it in this way?	Yes

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: 2016-2017		Total fund allocated: £8, 900		Date Updated: September 2017	
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: 31%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
Work with Fit4Schools to develop and embed fitness and fundamental skills in weekly practice (for the benefit of pupils and staff)	<ul style="list-style-type: none"> Staff meeting to upskill on fundamentals and fitness teaching Baseline and interval tests for fitness to measure impact Gifted & Talented, intervention to take place for those identified from data Promote fitness by handing out certificates for buddies, Gifted & Talented and most improved from testing sessions. Also display weather durable banners for playground/fitness area Promote training cards to be accessed from home 	£2750	<ul style="list-style-type: none"> Overall school fitness improvement of 24% Girls making 37.16% overall improvement from baseline Boys making 19.81% overall improvement from baseline <p>Children are making more conscious decisions about movement and space. They transfer this independent thinking across the curriculum and are better prepared to transfer skills into game situations. Staff meeting with Fit4schools provided staff with the knowledge and understanding of how to develop this.</p>	<ul style="list-style-type: none"> Further develop the fitness program as part of physical activity opportunities outside of curriculum time Promote the schools push on physical activity and fitness to parents and create home-links 	
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: 3%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	

Sports leaders program to be introduced and developed to raise expectations in physical activity outside of curriculum time	Use coaches from Fit4Schools to work with subject lead and group of confident/enthusiastic Year 5 children to promote physical activity at lunchtimes	£250	Pupils from year 5 with a willing attitude and good ability in PE and sport have been trained to deliver lunchtime activities for the next academic year.	The group will be utilised as a sports council for the coming year, aid in the audit of resources for lunchtimes and curriculum and also be the drivers/ambassadors of fitness across the school to raise the profile of PE and sport
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See above for:

- notes on home-school fitness links
- fitness banners around the school for display

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				37%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Staff CPD for NQTs and RQTs	<ul style="list-style-type: none"> • Staff to go on training to look at how to progress children in their class, ensuring that the children in their class are catered for on their own merit with differentiation and challenge provided. • New initiatives for how to develop concepts in engaging ways is also to be explored. 	£450	<ul style="list-style-type: none"> • Teaching from both the NQT and RQT was graded as good with outstanding elements after CPD sessions focussed on differentiation, continual movement and progression of skill. • Children in their lessons were enthused by the opportunities presented to them and thrived on challenge and prospects for success 	<ul style="list-style-type: none"> • Ensure staff across the school get added CPD opportunities to improve on areas they may lack in confidence • Look to NQT and RQT to develop their learned concepts as part of early staff meetings in autumn 2017
DanceDesk subscription and curriculum support	<ul style="list-style-type: none"> • Provide subscription to Coordinator network including CPD. National & professional support memberships. • Improve teaching and provide new ideas for the curriculum. • Improve confidence of teachers to deliver high quality PE with up-to-date pedagogy • Gain support in developing policy and assessment. 	£750	<ul style="list-style-type: none"> • Coordinator upskilled and able to support development of other staff. • Membership of professional organisations ensures school has latest knowledge, guidance and resources • Teachers upskilled impacting positively on pupil achievement and quality of teaching and learning which will be at least good 	<ul style="list-style-type: none"> • Continue with subscription to ensure support remains and the school is kept best informed with the most recent practice and legislation

	<ul style="list-style-type: none"> 		<ul style="list-style-type: none"> Increase in amount of physical activity across the school including lunchtimes/break times Training for staff delivered based on needs from questionnaire Policies and practices updated; including assessment 	
Develop current tracking systems in school to identify where challenge needs to be provided and support needs to be given	<ul style="list-style-type: none"> Use assessment tools to track skill acquisition Use tracked data to close the gap with groups across the school and provide further opportunities for groups that excel Identify where physical basic skills need to be implemented to ensure groups of children are given the right steps for progression 	£500	<ul style="list-style-type: none"> Pupil premium children made an overall improvement of 39% across the school SEN children made an overall improvement of 22% across the school EAL children made an overall improvement of 32% across the school 	<ul style="list-style-type: none"> Continue to track groups but also to implement a more rigid intervention system to raise attainment for groups with slower rates of progress.
Supply staff to cover for subject leader, NQT and RQT to attend competition days, courses and subject-based release time	<ul style="list-style-type: none"> Children have the opportunity to participate in inter-school competition during school hours Subject leader receives CPD and obtains key information, processes and policies to implement in school Monitoring and subject maintenance/development can be kept up-to-date 	£1600	<ul style="list-style-type: none"> New initiatives brought into school Legal paperwork, policies and procedures are maintained and developed Opportunities broadened for children to compete and succeed Children have competed and experienced success, developing confidence Training for staff delivered by Subject Lead on return from courses with new initiatives Regular monitoring of practise, assessment and planning to maintain high expectations 	<ul style="list-style-type: none"> Ensure that new concepts brought back into school this year, are a part of the schools PE and school sport identity next year Allow cover to be arranged so that other staff can experience competition days and take a broader range of children to level 2 competition

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				22%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Resources – top-up basic teaching aids and invest in wider curriculum opportunities	Provide equipment / resources to introduce new sports into the school, to improve delivery of existing ones and to support wide range of lunch time and after school sports activities.	£675	<ul style="list-style-type: none"> Pupils have an active and enjoyable lunchtime. Pupils learn and participate in new sports, developing new skills, resulting in an increase of pupils' health and fitness Positive impact on behaviour and social skills through being engaged in sport Pupils have active lunchtimes – even fewer behaviour incidents Pupils report increased enjoyment of being active in a variety of sporting domains 	<ul style="list-style-type: none"> Invest in improved playground markings for children to develop a more independent and self-driven attitude to physical activity <p>Get sports leaders to run mini-competitions using resources and markings effectively</p>
Provide additional swimming for children in Year 4	<ul style="list-style-type: none"> This particular year group was far below end of key stage expectations when swimming in Year 2 Arrange with SLT when they have availability for us to have additional sessions over the spring term Arrange consent forms and risk assessments Ask SLT to run baseline tests so intervention can be measured 	£1,275	<ul style="list-style-type: none"> Gap was closed in level of attainment so that there are fewer children needed for the intervention group in the next academic year Now, only 17% of children will need added intervention when swimming next year to be on track to reach end of key stage expectations (25M) 	<ul style="list-style-type: none"> Implement intervention for swimmers needing to reach 25m in Years 5 and 6 Continue with additional swimming year group in the spring term <p>Continue to promote swimming competition</p>

Key indicator 5: Increased participation in competitive sport				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:
<u>Level 2 competitions</u> Swimming Gala x2 Dance Comp Archery Comp Fencing Comp Football League Fit4schools sports day	<ul style="list-style-type: none"> Key Stage 2 children Including G&T and a spread of boys and girls to be entered High scorers on the fitness program to attend sports day Increase competition element of the curriculum and also build upon the Level 1 competition structures being implemented in school 	£410	<ul style="list-style-type: none"> Children to participate in sports competitions that haven't previously been entered by the school A greater interest is shown in after-school provision of dance, gymnastics and the arts Children have competed, experienced new events and experienced success in all competitions <p>After school attendance from both Key Stages has been at its maximum for the first time in recent years (gymnastics and dance in particular)</p>	<ul style="list-style-type: none"> Develop competition for KS1 Ensure a wide range of competitions are on offer to take the interest of boys and girls (audit with questionnaire) <p>Develop competition across the academy to tackle time and travelling constraints that are obstacles to participation</p>
Travel – to enable children to take part in inter-school competitions, matches and attend sporting events e.g. swimming gala, football matches etc.	<ul style="list-style-type: none"> Highlight competition for the year Draw up letters for consent and key information Work with staff to identify key candidates for participation Negotiate costings for travel if timings of events are inconvenient for parent/guardian support 	£200	<ul style="list-style-type: none"> Pupils have taxi/coach transport to enable safe travel to sporting events and to enable all children to participate who are eligible without depending on parents or staff availability Pupils able to take part in events and use facilities beyond immediate locality of school No cost to parents for transport Able to participate in competitions that were previously unattended because of accessibility/distance 	<ul style="list-style-type: none"> Manage travel and competition opportunities as an academy to reduce costs and increase participation