

St Gregory's Catholic Primary School



**Evidencing the Impact of the
Primary PE and Sports Premium Funding
2018-2019**

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: |
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| <ul style="list-style-type: none"> • Pupils in Year 6 (who have a willing attitude and good ability in PE and sport) have continued to act upon their training from Year 5 to deliver lunchtime activities for this academic year. • As a result of the Fit4Schools programme running consistently over the past 18 months, Teaching and learning currently shows how fundamental movement skills have been embedded. Staff ensure that children are exposed to fitness opportunities regularly, planning for fitness activities as part of designated curriculum time. • The promotion of the Fit4Schools home-access programme cards have become a strength and children are actively seeking to improve their 'fitness levels'. • Monitoring has shown that children are continuing to make more conscious decisions about movement and space. They transfer this independent thinking across the curriculum and are better prepared to transfer skills across activity areas. • Pupils are more active and records indicate that overall levels of fitness across the school have improved in 2018 by 24% from their September 2017 baseline and are already up by 7% since their September 2018 baseline. • Improved confidence, knowledge and skills of <i>most staff</i> through appropriate CPD has supported an increase in pupil progress. CPD has provided the Subject Leader with knowledge and skills to effectively monitor and evaluate provision and pupil achievement. • Additional swimming for pupils has resulted in only 10% of children requiring intervention at the end of this academic year to be on track to reach end of key stage expectations (25M) | <ul style="list-style-type: none"> • Those trained to run zoned-activities at lunchtimes will form a sports council in the Spring Term, aid in the audit of resources for lunchtimes and Spring/Summer curriculum activities and be the drivers/ambassadors of fitness across the school. • Movement of staff across year groups leads us to believe that CPD is needed to upskill some staff • Outdoor and Adventurous activities have been invested in with the mapping and set-up of orienteering. This needs to be embedded into the curriculum now that building work is complete. • The provision of 30 minutes added daily exercise needs to be reviewed to balance with timetable constraints and the school environment. • Groups have been identified across the school as needing support to develop their physical activity. The intervention has been arranged with baselines being recorded. The impact of the new intervention programme used to boost activity and the ABCs in groups of children will need to be measured at intervals in the Spring and Summer Terms. • 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 develop differentiation (support and challenge) within lessons. • Increase level 2 competition. Timetable constraints, staffing structures and travel all impact on participation levels: obstacles which need to be overcome at an agreed MAC cluster meeting in the Spring Term |

| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below: |
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| <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your children may swim in another year, please report on their attainment on leaving primary school.</p> | <p>90%</p> |

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| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> | <p>55%</p> |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | <p>36%</p> |
| <p>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?</p> | <p>Yes: we identified that providing additional swimming for an extra class benefited their achievement at the end of KS2. For this reason, we have continued to provide additional swimming sessions – just not as an intervention as we have done in previous years. Subsequently, this has helped reduce the number of children moving to KS3 as having SEN in swimming.</p> <p>The 10% of Year 6 not currently meeting the end of KS2 expectations will partake in a swimming intervention when the Year 4 children swim in the Summer Term.</p> |

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.

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| Academic Year: 2018/19 | | Total fund allocated: £18,000 | | Date Updated: January 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: |
| | | | | | 16% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: | |
| <p>Continue to work with Fit4Schools to embed fitness and fundamental skills in weekly practice (for the benefit of pupils and staff)</p> <p><u>Context /Rationale</u> With staff movement across year groups and the recruitment of additional staff, it was felt that the teaching of movement fundamentals and basic skill acquisition (including the ABCs) was reinforced across the school. Monitoring continued to show simple activities could not be completed consistently with confidence by all pupils across the school (particularly children coming into Reception and those in transition from KS1 to KS2), i.e. balancing on one leg for a sustained period, catching and throwing with accuracy using different hands and distances/heights, spatial awareness when on the move etc.</p> | <ul style="list-style-type: none"> Staff meeting to upskill on fundamentals and fitness teaching Baseline and interval tests for fitness to measure impact Promote activity and fitness by handing out certificates for buddies, Gifted & Talented and most improved from testing sessions. Also display weather durable banners for playground/fitness area <p>Priority for Spring Term:</p> <ul style="list-style-type: none"> Promote training cards to be accessed from home | £2,750 | <p>January 2019:</p> <ul style="list-style-type: none"> Overall School Improvement of 7.22% from baseline Girls made an overall improvement of 6.54% from baseline Boys made an overall improvement of 7.97% from baseline Pupil Premium children made an overall improvement of 0.71% from baseline SEN children made an overall improvement of 3.26% from baseline EAL girls overall score increased by 4.13% from baseline EAL boys overall score increased by 16.64% from baseline <p>Children continue to make more conscious decisions about movement and space. They transfer this independent thinking across the curriculum and are better prepared to transfer skills into competitive situations. Staff meeting with Fit4schools provided staff with the</p> | <ul style="list-style-type: none"> Groups have been identified across the school as needing support to develop their physical activity. The intervention has been arranged with baselines being recorded. The impact of the new intervention programme used to boost activity and the ABCs in groups of children will need to be measured at intervals in the Spring and Summer Terms. Scores from assessments are broken down into a variety of fundamental areas. Staff are instructed as to which areas need to be embedded into planning for the coming term to ensure the gaps are closed by the next assessment point. | |

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| | | | <p>knowledge and understanding of how to develop this.</p> <p>The percentages given suggest children's fitness levels across the school, however, a more in-depth look at the differentiated testing process (intensity and difficulty of performing ABCs competently increases for each phase) shows that the 'fitness tests' don't simply assess how long a child can keep going for; in actual fact, the tests incorporate the ABCs and gives an insight as to which areas need improvement for staff to integrate into planning for the next half term. The test process focuses more heavily on the accuracy of completing an activity rather than the frequency of performance over a timed period.</p> | |
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| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| | | | | 11% |
| 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 developed and embedded to raise expectations in physical activity outside of curriculum time | <p>Use coaches from Fit4Schools to work with subject lead to monitor the progress and efficiency of the current Year 6 leaders in school.</p> <p>Use coaches from Fit4Schools to work with subject lead and group of confident/enthusiastic Year 5 children to promote physical activity at lunchtimes for the next academic year.</p> | £350 | <p>Pupils in Year 6 (who have a willing attitude and good ability in PE and sport) have continued to act upon their training from Year 5 to deliver lunchtime activities for this academic year.</p> <p>16 Y6 pupils [8B & 8G] have been trained to deliver lunchtime activities and raise the profile of PESSPA across the school at break-times and lunchtimes.</p> | <p>Those trained to run zoned-activities at lunchtimes will form a sports council in the Spring Term, aid in the audit of resources for lunchtimes and Spring/Summer curriculum activities and be the drivers/ambassadors of fitness across the school.</p> <p><i>If funding were to be removed, this is a programme we can continue to run in school now that a knowledge and understanding of how to run this initiative has been obtained.</i></p> |

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| | | | <p>All pupils say they have:</p> <ul style="list-style-type: none"> - improved their ability to communicate with other children, - increased their confidence, patience and ability to think creatively <p>Selected pupils from year 5 will be trained to deliver lunchtime activities for the next academic year.</p> | |
| Groups have been identified across the school as needing support to develop their physical activity. The intervention has been arranged with baselines being recorded. | Coaches will work with two selected groups for two sessions covering a range of skills and activities relevant to the group's needs. Whether this be to help improve lower performers who struggle with overall fitness and physical literacy, a social & emotional group requiring confidence and development with team games, or a gifted and talented group who can be challenged and introduced to new activities. | £1,500 | The intended impact of the new intervention programme is to boost activity levels and increased confidence in the ABCs in the two groups of children. | <p>This will need to be measured at intervals in the Spring and Summer Terms.</p> <p><i>If funding were to be removed, this is a programme we can continue to run in school now that a knowledge and understanding of how to run this initiative has been obtained.</i></p> |

It should be noted that in partnership with our work through Fit4Schools, we have the benefit of being able to broaden opportunities and raise the profile of PESSPA by:

- Promoting the Fit4Schools home-access programme cards. These have become a strength and children are actively seeking to improve their 'fitness levels' as they can track their progress at home and perform exercises using the cards, which are relative to the scores obtained from periodic assessments in school (increased scores generate more challenging exercise cards)
- Using fitness banners around the school, which display the programme cards for children to refer to at break-times and lunchtimes if they wish to do so (these need to be replaced and put out onto the playground because of weathering)

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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| | | | | 12% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |

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| <p>Staff CPD for RQT and potential new subject-lead</p> | <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 support and challenge provided • New initiatives for how to develop concepts in engaging ways is also to be explored • Staff member to be upskilled in subject leadership of PE by attending network meetings and curriculum conferences | <p>£400</p> | <ul style="list-style-type: none"> • From monitoring, teaching from the RQT was graded as good with outstanding elements after CPD sessions focussed on continual movement and progression of skill. • Children in the lesson were enthused by the opportunities presented to them and thrived on challenge • Prospective subject-lead has already attended network meetings and one conference this academic year (2018-2019), highlighting to the current lead on how the Sports Premium can fund interventions in PE to develop confidence and consistency in lower achievers • Prospective subject-lead also audited resources at the end of 2017-2018 and is becoming familiar with playground leaders | <ul style="list-style-type: none"> • Ensure staff across the school get added CPD opportunities to improve on areas they may lack in confidence • Continue to integrate prospective subject-lead into the role by joining one-to-one sessions with dancedesk advisor, organising MAC competitions and developing resources for curriculum. It will also be useful to get to grips with assessment. |
| <p>DanceDesk subscription and curriculum support</p> | <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 <p>Spring priority:</p> <ul style="list-style-type: none"> • Gain support in developing policy and assessment. | <p>£750</p> | <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 • 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 | <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 |

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| <p>Supply staff to cover for subject leader, courses and subject-based release time</p> | <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 • New initiatives brought into school | <p>£1000</p> | <ul style="list-style-type: none"> • Updated and maintained legal paperwork, policies and procedures, which has in turn, reduced the number of behaviour incidents and accident reports • Opportunities broadened for children to compete and succeed (see data in Key Ind 5) • 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 practice, assessment and planning to maintain high expectations and track pupil progress and achievement | <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 |
| <p><i>Further CPD to be negotiated.</i></p> <p><i>Questionnaires to be put to staff at Spring staff meeting to identify strands of PE to increase confidence in.</i></p> <p><i>This is then to be discussed amongst SLT to decide who and when CPD will take place for.</i></p> | <ul style="list-style-type: none"> • | | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
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| | | | | 21% |
| 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 lunchtime and after school sports activities. | £300 | <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"> • <u>Revisit this action from last report</u> - Invest in improved playground markings for children to develop a more independent and self-driven attitude to physical activity • Get sports leaders to run mini-competitions using resources and markings effectively |
| Action Mats | <ul style="list-style-type: none"> • Attend showcase for use of Action Mats • Purchase relevant equipment to run the scheme • An Action Packed set of Action Mats contains: 14 exercise mats, 4 team home bases, 10 arrows & 4 target mats 2 storage bags Activity pack with 11 plans | £1,500 | <ul style="list-style-type: none"> • A fun resource to promote physical activity and highly engage the fitness and basic body movements of children • Can be used collaboratively in team games or to achieve PBs individually • The resource is designed in a child-friendly manner that meets criteria for an element of inclusion for all | <ul style="list-style-type: none"> • <u>To be purchased and implemented after attending showcase at the beginning of Spring Term</u> |
| Provide additional swimming for children in Year 4 | <ul style="list-style-type: none"> • 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 | £1,300 | <ul style="list-style-type: none"> • We identified that providing additional swimming for an extra class benefited their achievement at the end of KS2. For this reason, we have continued to provide additional swimming sessions – just not as an intervention as we have done in previous years. Subsequently, this | <ul style="list-style-type: none"> • The 10% of Year 6 not currently meeting the end of KS2 expectations will partake in a swimming intervention when the Year 4 children swim in the Summer Term – part of the funding will be for an additional teacher to run intervention at |

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| | | | <p>has helped reduce the number of children moving to KS3 as having SEN in swimming.</p> <ul style="list-style-type: none"> • Gap in recent years has been closed in level of attainment so that there are fewer children needed for the intervention group in the next/current academic year (2018 = 17%, 2019 = 10%) • 15% of children in Year 6 swim competitively | the leisure centre |
| Health and Nutrition Workshops for all classes to be delivered during 'Health and Fitness Week' (Summer Term) | <ul style="list-style-type: none"> • Health and Fitness Days incorporate both classroom based workshops and physical activity based sessions • Differentiated classroom based workshops to focus on: 'nutrition and healthy living', 'how the body works' and 'the importance of physical activity and its benefits' | £580 | <ul style="list-style-type: none"> • Each workshop is differentiated to each year group and includes a task for children to complete as evidence of their learning • Workshops to be combined with physical activity sessions to provide children with the opportunity to improve their physical literacy and experience new activities such as: Boxercise, Exercise to Music, Circuits and Volleyball | <ul style="list-style-type: none"> • Learning to be sustainable for the children long-term. An education to last beyond their time at St Gregory's • Impact to be measured in Summer Term |
| Bikeability – to be arranged for Summer Term | <ul style="list-style-type: none"> • | | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
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| | | | | 5% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <p><u>Level 2 competitions</u> MAC competitions x3 Fit4schools sports day MAC Sports Day</p> | <ul style="list-style-type: none"> Key Stage 2 children Including G&T and a spread of boys and girls to be entered into Level 2 MAC competitions (Spring and Summer Terms) High scorers on the fitness program to attend Fit4Schools sports day (Spring/Summer 2019 date tbc) <p>Spring Term monitoring priority:</p> <ul style="list-style-type: none"> Increase competition element of the curriculum and also build upon the planning of Level 1 competition structures being implemented in school Agree level 2 competition opportunities with MAC cluster leaders for Spring/Summer Term | <p>£500</p> <p>(Further cost for 2019 MAC Sports Day tbc)</p> | <ul style="list-style-type: none"> Children have competed, experienced new events and experienced success in all competitions Representation from school in level 2 competition (2017-2018). Children who took part in level 2 competition: Y3: 18% Y4: 24% Y5: 21% Y6: 57% All pupils now to participate in at least three formal level 1 school competitions annually within classes and across the school - including Sports Day | <ul style="list-style-type: none"> Develop competition for KS1 across the MAC schools Ensure a wide range of competitions are on offer to take the interest of boys and girls (audit with questionnaire) Timetable constraints, staffing structures and travel all impact on participation levels: obstacles which need to be overcome at an agreed cluster meeting in the Spring Term |
| <p>Travel – to enable children to take part in inter-school competitions, matches and attend sporting events e.g. swimming gala, football matches etc.</p> | <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 | <p>Estimated – £200</p> | <ul style="list-style-type: none"> Pupils able to take part in events and use facilities beyond immediate locality of school No cost to parents for transport Increased number of pupils 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. |