

PE and Sports Premium Report 2019-2020



Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> Two Staff Members completed Level 5 Coaching Course and an additional staff member currently undertaking course. Up take and continued commitment to daily mile across the school. Revised PE Curriculum Map to ensure coverage and continuity. Introduction of and extended use of PE Hub on-line lessons and teaching and assessment resources. 100% of children in year 6 cohort last year able to swim 25 metres. Introduction of new extra-curricular sporting club-Hip Hop Dance-numbers attending have progressively increased over the 3 terms. Silver medal achieved by Rapid Fire cricket team. Finals reached in KS 2 inter school football-Evans Cup. 	<ul style="list-style-type: none"> Ensure relevant staff members delivering PE and sport receive sufficient CPD. Continue to ensure commitment to the Active 30:30 program through programs such as The Daily Mile, Wake n' Shake, and active learning approaches/ outdoor learning. PE Lead to continue to observe PE lessons taught across the school, provide feedback, and support where required. All staff to use target tracker and PE hub to continue to develop assessment for learning through the newly revised 'Head, Heart and Hands' assessment strategy. Identify non-active students in order to track and monitor inactive children and present them with a pathway into sport. Playground - continue to develop the outside areas to ensure children can be as active as possible in outdoor learning areas (particularly EYFS) and at play times and lunch times.

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	82.8% <i>Less than 100% due to Covid 19 restrictions</i> Classroom based sessions

	provided by HWSSP
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

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: 2019/20		Total fund allocated: £17,790 plus £5500 carried forward = £23,290		Date Updated: July 2020 (Total Spend 21,326.57)	
Key indicator 1: The engagement of all 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					Percentage of total allocation:
					%
Intent	Implementation		Impact		3.7%
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:
-Provide inclusive lunchtime sports clubs and opportunities to ensure all children are involved in supervised physical activity.	-Ensure that PE lead liaises with MSA’s to work out suitable and manageable lunch timetable for all. -PE Lead to ensure there is a playground equipment and area/activity timetable to ensure all classes, teachers, MSA’s and TA’s are aware of what activities/equipment is available to students.	-£471.16 spent on tennis equipment -£77.15 spent on playground equipment-balls -£149.28 spent on netball posts	Year 5 & 6 children are given the opportunity to assume a leadership role within sport. Children motivated to be active due to continual promotion and recognition of being active in this way. Children gaining regular 15 minutes of additional quality supervised exercise throughout the week.		-Continue to promote the importance of being active -Use the Every1 In festivals- HWSSP as a bridge to encourage eventual competitive participation amongst those children.
-Sports Leaders to work with KS 1 children 1 lunchtime a week to ensure KS1 children have active break times.	-Sports Ambassadors to attend training with HWSSP. PE lead to ensure these are booked. -PE Lead to oversee leaders monthly and deliver ‘top up’ sessions to	-£154.92 spent on football posts and nets- KS1 and KS2	KS 1 children are regularly checking the equipment timetable – enthusiastic and eager to have their turn on the trim trail, climbing frame, and adventure ship.		- Continue to use pupil voice to guide developments

<ul style="list-style-type: none"> - Consider safe return issues post covid-19 and develop low minimal contact range of activities. - Offer new/alternative sports and active pastimes to increase the percentage of non-active pupils that engage in active break times. - Ensure children continue to experience daily Wake n' Shake activities with their class. - Ensure children continue to experience Daily Mile activities with their class. 	<p>ensure all children are happy and confident in what they are delivering, as well as to provide feedback and check participation levels.</p> <p>-Participate in specific Every1 In and inclusive festivals run by HWSSP</p> <p>-P.E. Lead to ensure new and existing staff can locate the Wake n' Shake resources on the school system.</p> <p>- Promote idea of active30:30 scheme in meetings and assemblies and ensure class teachers are aware and actively supporting the initiative.</p>	<p>- Purchased 2 concrete table tennis tables and equipment suitable for both KS1 and KS2.</p>	<p>-Boccia festival attended by a group of 3 and 4 children including 2 SEND children</p> <p>- New staff access Wake 'n Shake resources</p> <p>- children and teachers are enthusiastic – 2 classes regularly combine to do Wake 'n Shake</p>	<ul style="list-style-type: none"> - Continued focus on inclusion events and commitment to participation. - Ensure table tennis training for key adults and playground leaders. - Sustainability is ensured with safe return issues post covid taken into account. -Allocate class 'active learning monitors' to record Wake n' Shake and Daily Mile sessions on a weekly tick chart for P.E. Lead to monitor monthly.
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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:
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Intent	Implementation		Impact	2%
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:
<ul style="list-style-type: none"> - Weekly section in assemblies that recognises children's success in P.E and Sport to ensure the whole school and community understands the importance of it. - Regular assembly updates from the school's sports ambassadors. E.g., programs they are running and competition results to help the children aspire to be a sports ambassador. This will help the children see the ambassadors as role models. - All year round notice board to raise the profile of PE, Sports, Health and Well-Being for 	<ul style="list-style-type: none"> - Achievements announced and celebrated in assembly. - PE Lead to work with Sport Ambassadors to assist them in preparing and delivering sport reports and information to the whole school. 		<ul style="list-style-type: none"> - The whole school understand the importance of PE and are motivated to be mentioned in the assembly. - The whole school are also more aware of the variety of different sporting events we partake in. - Children hear about the sporting success of the school and aspire to be a part of it. - Year 5 & 6 children are given the opportunity to assume a leadership role within sport. - Children motivated to be active due to continual promotion and recognition of being active in this 	<ul style="list-style-type: none"> - The SLT and PE lead has seen the benefits of the raised profile and is committed to provision of Primary PE and Sport - Easily sustainable as PE lead and SLT are committed to dedicate specific assembly time to raise the profile of PE in the school. - - - -

<p>visitors, children, parents and the community.</p> <ul style="list-style-type: none"> - Utilise our role model program so children continue to be inspired by Paul Sturgess (Guinness Book of Records-World's Tallest British Basketballer!) with a focus on children linking growth mindset, positive self-image and health and well-being to PE and Sport. - Office manager and PE Lead to monitor lunch time and after school clubs and ensure children and parents are well informed to maximise participation. 	<ul style="list-style-type: none"> - Attendance registers to be monitored and PE lead to flag up and respond to increases/decreases in participation. 	<p>-£480 spent on Paul Sturgess visit- inspirational speaker</p>	<p>way.</p> <ul style="list-style-type: none"> - Children and parents have been able to listen to Paul's story and have been inspired by him. - Teachers have linked their PSHE and growth mindset teaching to the activities Paul demonstrated to the children. - Parents were able to meet Paul and talk to him about his story and see what their children had been learning. 	<ul style="list-style-type: none"> - - - - - - - Class teachers are able to use the activities Paul shared the children to continue to enforce a growth mindset, positive self-image and health and well-being to PE and Sport. -Refer back to the experiences Paul went through to motivate children in PE and sport but also in classroom learning situations and life in general.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
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Intent	Implementation		Impact	11%
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:
<ul style="list-style-type: none"> - In order to improve progress and achievement of all pupils, the focus is on up skilling the staff. - Review and improve assessment processes and tools to maximise pupil progress. - PE and Sport lead to undertake the level 5 PE leadership course. - Team teaching with tennis, netball, cricket and hockey specialists to give both children and staff a better understanding of the skills and delivery. - Specialist coaches to up skill class teachers in delivering of P.E. lessons. Enabling the children to have a higher quality of PE lesson when being taught by their class teacher. 	<ul style="list-style-type: none"> -Introduction of and extended use of PE Hub on-line lessons and teaching and assessment resources. -staff meeting to be scheduled I 2020-2021 to introduce HEAD, HEART, HANDS ASSESSMENT TOOL. - PE Lead to apply for & arrange CHANCE TO SHINE cricket program to upskill staff, and focus on ACTIVE LEARNING strategies in the classroom. - PE subject lead to attend CPD subject leader meetings and regular meetings with co- leader and SLT. -Teacher Voice audit to assess needs and enrol identified staff members in to appropriate courses. 	<ul style="list-style-type: none"> -£350 annual subscription fee PE HUB -£1,230 spent on Level 5 course for P.E. Lead -£270 spent on tennis coaching -£696 spent on netball coaching 	<ul style="list-style-type: none"> - Increased confidence and better subject leadership skills enabling the subject leader to lead professional learning from all staff. - Subject leader more confident when undertaking team teaching. - More able to provide effective feedback and lead discussions. - Class teachers more confident to teach dance and gymnastics. - More dance is being taught due to the increase of subject knowledge and confidence to do so. - Class teachers have an increased subject knowledge and in turn feel more confident when delivering curriculum PE. ✕ -Skills, knowledge and understanding of pupils are 	<ul style="list-style-type: none"> - This will lead to sustainability as all staff will be supported to feel confident to deliver PE and Sport, both within and outside the curriculum. -Staff continue to have access to high quality lessons and teaching and assessment resources. -Children are experiencing more skilled provision of sports and PE lessons -Skills, knowledge and understanding of pupils are increased significantly -Teachers have expressed improved skills with the delivery of tennis, netball, cricket and hockey specialists.

<p>Provide TAs and MSAs CPD to make them better equipped to arrange and deliver sporting activities to children at lunch times.</p>	<ul style="list-style-type: none"> - P.E. Lead to arrange and book specialist coaching sessions for class groups – 1 @ week for 6 weeks. To provide modelling, demonstration and opportunities for team teaching. - P.E. Lead to work with HWSSP to arrange CPD for TAs and MSAs - P.E. Lead to work with Marathon Kids to arrange CPD for TAs and MSAs 	<p>-2X ½ day for PE lead to arrange and attend TAs and MSAs CPD Sessions</p> <p>Next year's budget</p>	<p>increased significantly</p>	<p><i>-Training limitations due to Covid 19 restrictions</i></p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
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Intent	Implementation		Impact	67%
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:
<ul style="list-style-type: none"> - Continue to offer a vast range of activities both within and outside the curriculum in order to get more children involved. - Continue to accommodate for children take up additional PE and sporting opportunities with a focus on extracurricular clubs and activities. - Ensure MSA's continue to work with children at lunchtime to increase the range of activities available to them. 	<ul style="list-style-type: none"> - PE lead to attend CPD offered by HWSSP to ensure she is up to date with all relevant information about new sports. - Continue and expand our school sports links with external clubs. - Arrange a pupil survey to ascertain what pupils would like (review every term) – Evidence to be collected by using pupil voice. - . - Ensure MSA's TA's receive CPD if necessary. -After the MSA's receive CPD ask them to broaden activities offered. 	<ul style="list-style-type: none"> -various playground equipment £349.97 -various playground equipment purchased to offer variety, access and availability to all pupils. £319.69 -storage for ease of access to ensure accessibility and daily usage 	<ul style="list-style-type: none"> - Pupils really enjoy PE and Sport, are very keen to take part and demonstrate a real desire to learn and improve. - 	<ul style="list-style-type: none"> - PE lead to organise and allocate varied physical activity areas and necessary equipment within the school playground. Produce a map and allocate lunchtime staff to facilitate pupil engagement in these pursuits.

<p>-Offer new/alternative sports and active pastimes to increase the percentage of non-active pupils that engage in active break times.</p> <p>-Ensure EYFS have opportunities to actively engage in age appropriate activities and varied activities.</p> <p>-Continue to develop the outside areas to ensure children are able to be as active as possible in outdoor learning areas (particularly EYFS) and at play times and lunch times, and that these areas are conducive to engaging in varied physical pursuits.</p> <p>-Focus on upper body and core strength development from early years as a prime objective.</p>	<p>PE lead to ensure Sacred Heart take part in available competitions and events.</p> <p>-EYFS staff to organise and allocate varied physical activity areas and arrange necessary equipment within the EYFS outdoor area.</p> <p>-EYFS staff to present and monitor upper body strength and core strength activities using specific equipment.</p>	<p>by pupils</p> <p>-£3,630 on 2 concrete table tennis tables and equipment suitable for both KS1 and KS2</p> <p>-£450 spent on HWSSP bike Balanceability course</p> <p>-£10,470 spent on outdoor equipment and refurbishing of the EYFS outdoor active learning area.</p> <p>-£340.44 Climbing frame</p>	<p>- Sustainability ensured with safe return issues post covid taken into account.</p> <p>- Sustainability ensured due to weatherproof and durable materials and construction.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	8%
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:
<ul style="list-style-type: none"> - To continue to take part in all competition offered to the school through HWSSP and other sporting links. This allows the opportunity for children to experience sport in a different environment from a young age and enables a greater number of children in the school to partake in competitive sport. - Introduce level 1 (within school) competitions, to engage a wider number of children into competitive sport. - Raise profile of representing school at sporting competitions, festivals, events. 	<ul style="list-style-type: none"> - Continue to be a part of the HWSSP who offer a vast range of level 2 competitions. - PE lead to work with class teachers to ensure their children are able to participate in extracurricular competition. - Arrange times which allow for the most number of children to attend club practices or trials. - Use the local sports partnership link to arrange friendly competition between schools. - PE lead to set up a PE Sports Health and well-being display board in main 	<ul style="list-style-type: none"> -HWSSP annual Subscription £1700 -£117 spent on netball skorts -£30.96 spent on netball bibs -£40 spent on HWSSP dance festival enrolment 	<ul style="list-style-type: none"> - Children feel confident at events - New team sportswear raised morale and improved team presentation - Children are motivated to be included in teams and readily attend trials and training - Year 3 dance festival performance was impressive and well supported by children, staff and parents - Year 3 confidently and capably performed for other classes to inspire PE dance lessons. - Year 3 and 4 Rapid Fire cricket team gained Silver in HWSSP 	<p>Whilst the funding continues, we will commit to being part of the HWSSP that will continue to enrich the children who attend Sacred Heart with the opportunities they give to take part in competitive sport.</p> <p>PE lead will work with SLT to try and increase participation rates in the following year.</p> <p>- expect match and competition results to steadily improve.-Use staff meetings as an opportunity to propose additional level 1 competitions .Use pupil voice to find out which other competitions children would like to be</p>

	hall		competition - Children's achievements were added to the board and noted by others	involved in
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Signed off by	
Head Teacher:	Michelle Fusi
Date:	15/07/2020
Subject Leader:	Mary ann Lawson
Date:	
Governor:	Dave Corbet
Date:	15/07/2020