

St Giles’ and St George’s C of E Academy

Sports Funding Plan

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

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| Key achievements to date until July 2020: | Areas for further improvement and future vision: |
| External coach used to broaden the range of physical activities including enrichment games.Improved activity levels at break times through the use of play leaders.Skip 2 B fit challenge day.B and C teams developed to increase number of pupils in level 3 competitions.Silver School Games Mark criteria met. | Progression of PE skills taught from nursery-year 6Meet the Gold School Games Mark criteria.New swimming provider needed for Sept 2020.Formalise forest school slots and planning for Y3-6Introduce team games and forest schools into year 1 and 2. |

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| Meeting national curriculum requirements for swimming and water safety. | Used on Impact  |
| 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 leavingprimary school at the end of the summer term 2020. | Not known due to pools closed due to lockdown |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | Not known due to pools closed due to lockdown |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | Not known due to pools closed due to lockdown |
| 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? | Yes/**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.

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| **Academic Year:** 2020/21 | **Total fund allocated:** £18,000 | **Date Updated:** 4th July 2020 |  |
| **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: |
| 10% |
| **Intent** | **Implementation** | **Impact** |  |
| Your school focus should be clear what you want the pupils to know and be able to do and aboutwhat they need to learn and toconsolidate 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: |
| Raise participation and improve activity levels of pupils at break/ lunchtime- use of Play Leaders-Launch play leaders for 2020-2021 by organising resources and rota of activities for play leaders. All Y6 pupils will have the chance to be a sports leader. Introduce sports ambassadors in each key stage to monitor use of new equipment.To sustain the number of activities provided, developing sporting opportunities for less active pupils. | * Year 6 to have slots during the year so they all have the opportunity to be trained as a play leader at lunchtimes.
* Ambassadors to check resources for games are available and labelled to set up for their activity.
* DP to attend Newcastle federation for sports to increase the number of sports for SEN/less able pupils.
* Use the minibus to transport children to new sporting activities.
* Involve new staff in after school sporting clubs and events ran at school.
 | £365£1300 | PE ambassador badges have been ordered ready to use in September (2 pupils per class). This has not been started before due to covid bubbles, impact will be evident next academic year via learning walks to see how active the pupils are at lunch.DP has continued to attend course updates to ensure children have a range of clubs and intra competitions from September this has ensured that DP is up-to-date with information and completed relevant questionnaires on ‘Your school games’ website -Covid dependent to provide inter competition for children. Pupils clubs haven’t ran due to Covid restrictions, we hope to start clubs offering a wider range of sports clubs for year groups.  | Observe lunchtimes in Autumn term to assess activity levels of children and look to train up year 5/6 as play leaders to enhance their teamwork and co-operation. PE ambassadors to be introduced in September to give children ownership over their active lifestyle. DP to keep up to date with Newcastle federation, especially looking at ‘sports4all’ to increase number of sports available for SEN/less able pupils and inter competition for children so they have increased participation. Staff to sign up for clubs ready for September. DP to arrange minibus tests with ME. |
| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement | Percentage of total allocation: |
| 8% |
| **Intent** | **Implementation** | **Impact** |  |
| Your school focus should be clear what you want the pupils to know and be able to do and aboutwhat they need to learn and toconsolidate 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: |
| Continue to improve and measure pupil fitness by holding 2 challenge events throughout the year for all pupils and staff (agreed by staff). Measure baseline levels of fitness and engage all involved in self-challenge and improvement. Lunchtime supervisors and Play leaders to encourage children to practise personal challenge activities during lunchtime.Hold a Basketball Wow day with Paul Sturgess to promote a healthy lifestyle and embracing differences. Giving children a whole school assembly about living a healthy lifestyle and upbeat basketball sessions suitable for all children of all ages, liaise with PSHE lead to include healthy lifestyles.PE leader to attend the county conference on effective use of the PE and sports funding and PESSPA.Regular updates given to governors.  | * Ensure all staff know where to find resources for challenge days (on Teams) and are recording personal performances to see if pupils/staff are exceeding their goals.
* DP to share new challenge cards with lunchtime supervisors and Play leaders and monitor (learning walk) if pupils are accessing the resources.
* DP to get in touch with Paul Sturgess to book a full day so he is able to deliver an assembly and what with the whole school on basketball skills and discuss healthy lifestyles.
* DP to book onto course and research into PESSPA in order to fully understand how to raise the profile for the whole school.
* DP to complete governors report each term and give to CP to share with governors.
 | £375£380£500£200 | Challenges to take place in bubble groups – results sent to CI and collated with other schools. Children now more motivated to improve on their own personal score as the whole school took part. We had children in the top 47 out of all of the schools that took part.Lunchtime supervisors have cards – learning walk to assess the impact on the cards – if children are using them to motivate personal challenges. They give pupils ideas of quick challenges they can complete on their own or in groups to motivate each other and keep they physically active.Not achievable yet due to covid.Virtually, including recover your competitive calendar. Next year using PE lessons/after school clubs to ensure children have opportunities for intra competition.Governors report shared. Updated report completed in Summer term.  | Challenge activities to be used one per half term next year and results recorded so children can beat their own personal score, e.g. at break times to support their commitment and desire to improve.For this to continue to be effective, play leaders need to be trained up in September and continue to use learning walks to monitor how active pupils are being at lunchtimes.Look into if this can be booked next year to increase ball games/skills at break times for the children.Look into booking a package with CH to ensure DP is up to date with changes in PE curriculum and guidance.Continue to inform governors to raise the profile of PE in whole-school improvement, ensuring they know about what opportunities children will lose if we do not have any further funding for PE.  |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | Percentage of total allocation: |
| 62% |
| **Intent** | **Implementation** | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| Continue to employ specialist sports coach to deliver lessons alongside LK2 staff as professional development for staff.Outdoor and adventurous CPD provided by PE lead/forest school lead and PE specialist for all staff. Develop and implement use of school assessment grids. Monitor use of assessment statements to evaluate and summarise attainment and progression.Use specialist sports coaches to provide event days in school to increase the confidence of staff in a range of physical activities. | * Ensure coaches are able to deliver progressive lessons using the new learning journey through lesson observation.
* DP to liaise with Bee Active coaches to provide CPD on Outdoor and adventurous.
* Book a staff meeting time and liaise with forest school lead SH.
* DP to implement assessment grids in line with new curriculum coverage.
* Work with CP to organise how to summarise attainment and progress from nursery-year 6.
* Liaise with Bee active to provide sporting events.
 | £9380£900-£900 | Observation of coaches showed that children were receiving skills that were progressive from Y1-6, change of coach for EYFS meant knowledge improved and nursery children are now showing fundamental skills which can be built upon in Reception (80% WW or above) Receptions data is lower (52%) so this will need to be monitored next year when the children are in y1.DP lead staff meeting on OAA and liaised with SH who also delivered staff training for forest schools.Y5/6 completed OAA activities during recovery curriculum showing staff have new confidence to teach this subject. This helped children to transition back into school life after lockdown and rebuild teamwork and collaboration with their peers. New scheme gives ideas for activities to teach.Y4 overnight camping in the school gave pupils resilience to stay in a tent overnight, they also completed various teamwork challenges and a drama workshop to build self-esteem.Assessment grids can be found on the end on the curriculum document, MTP need to be used as working documents to assess children using pink/green boxes so staff can assess across the year. The end of year data shows a mixed picture for PE with some year groups working within expectations and some significantly lower. It will be interesting to complete spot checks and assessment summaries in Autumn term to see if assessments are robust.Events days have taken place this term, EYFS and KS1 super hero morning and KS2 Olympic theme, great participation and photos on FB for parents to see the impact on enjoyment. | Continue to use Bee active to provide CPD for EYFS. Ensure planning continues to follow our learning journey and assessments are complete on paper and passed onto teachers.Staff more confident in teaching and planning for OAA activities – seen in recovery curriculum.Plan to hold a future camping experience.Staff are now able to differentiate using STEP model and highlight children for assessment on their MTP. Roll out to Bee Active next year as school assessment criteria.Provide new event days next year to continue raising enjoyment of PE events. |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | Percentage of total allocation: |
| 11% |
| **Intent** | **Implementation** | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| Work closely with other local schools and Bee Active links to organise inter competitions.Plan a programme of intra competitions across the school.Work with school games organiser to ensure quality mark criteria is achieved at gold level.Form links sports coaches to address extra-curricular club needs and links with local community clubs- Whitmore Cricket Club and Newcastle Rugby Club. | * Links with other local schools and Bee Active to organise inter competitions.
* A range of clubs that can be used for intra competitions and work with staff to ensure records are complete.
* Ensure meetings are attended.
* Check criteria for Gold level.
* Contact at least 5 local sports clubs, including hockey, cricket and rugby clubs to create links.
 | £500£1500 | Cannot complete yet due to Covid.Clubs not able to take place yet due to mixing bubbles, children have completed personal challenges as in KI2. Meetings attended to keep up to date with relevant changes and collaborate with other schools especially with Covid restrictions. No level this year due to the lack of inter competitions due to Covid.No clubs open currently due to lockdown. | When we can complete inter competitions – continue to meet with CI and plan dates accordingly.Ensure number of intra competitions in school at the end of a PE topic (in lessons) or clubs.DP to check the criteria for Gold level and ensure relevant standards are in place to meet.DP to liaise with staff and sports clubs to provide further links and taster sessions if possible. |

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| **Key indicator 5:** Increased participation in competitive sport | Percentage of total allocation: |
| 9% |
| **Intent** | **Implementation** | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| To provide new kit for extra ‘c’ team to ensure all children feel proud to represent their school so that they are engaged in sport and have access to correct uniform. Attend cluster festivals and competitions- meetings and events throughout the year. Affiliation to Newcastle Sports Federation. | * Order kit in the correct sizes for ks2 to represent the school.
* DP to attend cluster meetings.
* Offer to use our school as a venue if needed.
 | £1000£700 | New kit for all pupils it is now available.Meetings attended on zoom.Offered venue but cannot currently complete due to Covid.Whole school PE kit for Sept to give pride when completing intra competition too.Meetings held virtually, no clubs yet due to lockdown |  New PE kit available for all children. When after school clubs are able to run safely children will have correct kit to represent the school in events.DP continue to keep up-to-date with meetings and in contact with Newcastle sports Federation so this will continue after covid rules relax.  |

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| Signed off by |
| Head Teacher: |   |
| Date: |  |
| Subject Leader: | Mrs Dawn Pearce |
| Date: | 13.07.2021 |
| Governor: |  |
| Date: |  |