



St Giles' and St George's C of E Academy Sports Funding Plan 2020/2021

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.

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

Meeting national curriculum requirements for swimming and water safety.	Used on Impact
<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 pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.</p>	
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	20%
<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>	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: 2020/21		Total fund allocated: £18,000		Date Updated: 4th July 2020	
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					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 about what they need to learn and to consolidate through practice:		Make sure your actions to achieve are linked to your intentions:		Funding allocated:	
<p>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.</p> <p>To sustain the number of activities provided, developing sporting opportunities for less active pupils.</p>		<ul style="list-style-type: none"> ➤ 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. 		<p>£365</p> <p>£1300</p>	
				Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
				Sustainability and suggested next steps:	

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 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:
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.	<ul style="list-style-type: none"> ➤ 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. 	£375		
Lunchtime supervisors and Play leaders to encourage children to practise personal challenge activities during lunchtime.	<ul style="list-style-type: none"> ➤ DP to share new challenge cards with lunchtime supervisors and Play leaders and monitor (learning walk) if pupils are accessing the resources. 	£380		
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.	<ul style="list-style-type: none"> ➤ 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. 	£500		
PE leader to attend the county conference on effective use of the PE and sports funding and PESSPA.	<ul style="list-style-type: none"> ➤ DP to book onto course and research into PESSPA in order to fully understand how to raise the profile for the whole school. 	£200		

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 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:
Continue to employ specialist sports coach to deliver lessons alongside LK2 staff as professional development for staff.	<ul style="list-style-type: none"> ➤ Ensure coaches are able to deliver progressive lessons using the new learning journey through lesson observation. 	£9380		
Outdoor and adventurous CPD provided by PE lead/forest school lead and PE specialist for all staff.	<ul style="list-style-type: none"> ➤ DP to liaise with BeeActive coaches to provide CPD on Outdoor and adventurous. ➤ Book a staff meeting time and liaise with forest school lead. 	£500		
Develop and implement use of assessment grids. Monitor use of assessment statements to evaluate and summarise attainment and progression.	<ul style="list-style-type: none"> ➤ 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. 	£800		
Regular updates given to governors.	<ul style="list-style-type: none"> ➤ DP to complete governors report each term and give to CP to share with governors. 	-		
Use specialist sports coaches to provide event days in school to increase the confidence of staff in a range of physical activities.	<ul style="list-style-type: none"> ➤ Liaise with Bee active to provide sporting events. 	£500		

