



Penketh Primary School

Sport Funding 2019-2020

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: 2019- 2020 | Areas for further improvement and baseline evidence of need: |
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| <p>Increased subject knowledge and improved higher quality of teaching; sports specific Delivery of high quality teaching for all pupil in a wide range of sporting activities including Futsal and orienteering. Staff peer to peer coaching and development, standardization of judgments against PE outcomes Delivering a comprehensive after school club itinerary throughout the year, activities and competitive tournaments – increased participation rates doubled since previous year 90% of children have accessed and after school sporting clubs across the academic year Analysing ASC gaps and identifying child who are not accessing clubs; increasing the club range and running lunchtime clubs to accommodate the gaps. Range of clubs offered - netball, dodgeball, football, rugby, cricket, athletics, golf, badminton, basketball, gymnastics, futsal and dance. Increased mental health and well-being for pupils and staff through a series of Yoga clubs and staff meetings. Anti-bullying team recording and uploading videos of key games to play, gathering weekly feedback and adapting the games based on sporting interests. New play equipment purchased and collected vouchers for free sporting equipment. Reduced gap of children acheiving ARE/Exceeding, including a higher proportion of SEND groups.</p> | <p>Achieve Sainsbury's Gold Award To continue to make regular observations of PE delivery, continue to develop Further clarity against outcomes for all pupils – evidenced through observations and action planning Continue to use yoga sessions to improve physical and mental well-being across both staff and pupils. New clubs to be added on completion of pupil and parent questionnaires at the end of the academic year Develop play leaders and sports leaders at lunchtimes to work alongside Mr Kashiri to develop Multi skills To work towards 100% after school or lunchtime clubs attendance, to improve lived experiences for ALL children. Introduce MAT based competitions, using video streams and cross school games Continue to analyze ASC gaps and and introduce different clubs to facilitate interests using end of year pupil voice, Further CPD for teaching staff delivering their own PE lessons, sports coach to offer CPD based on the MAT programme of sporting developments</p> |

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| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below*: |
| What percentage of your current Year 6 cohort swims competently, confidently and proficiently over a distance of at least 25 metres? | 89% |
| What percentage of your current Year 6 cohort uses a range of strokes effectively [for example, front crawl, backstroke and breaststroke? | 89% |

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| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 89% |
| 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 students today and for the future.

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| Academic Year: 2019/2020 | | Total fund allocated: £17700 | | Date Updated: July 2020 | |
| 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: 39% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: | |
| <p>Offer a variety of activities at lunch time and breaks for all children to access “active play”</p> <p>Introduces playground games, and encourages children to develop their own games in small groups.</p> <p>Weekly swim sessions for Y5, Y4, Y3 across the year.</p> | <p>Develop role of a play leader advocate within school (Lunchtime MDA) to ensure all the play leaders are trained and well organized</p> <p>Sports coach costs</p> <p>Purchase new equipment</p> <p>PE coach to run separate sessions at lunch to engage older children</p> <p>Regular assessments and standards check to ensure children are making acceptable progress</p> | <p>£ 3402 Lunch time play leader lead (MDA)</p> <p>£1500 sports coach</p> <p>£500 equipment and resources</p> <p>Sports coach lunchtime sessions</p> <p>£500 training opportunities for Sports specialist MDA and pupils as play leaders</p> <p>£922.80 swimming lesson costs across the year.</p> | <p>Play leaders are well organized and independent, and able to plan and run session on their own following training</p> <p>Older children actively engaged for at least 30 mins daily</p> | <p>Play leaders to train upcoming play leaders in summer term</p> <p>Older children are trained to develop coaching skills, organization and independence in leading sessions</p> <p>Introduce the daily mile challenge</p> <p>Sports leaders to run sport specific clubs at lunch time, Sports coach to run the leaders programme.</p> | |

| 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: |
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| | | | | 4% |
| School focus with clarity on intended impact on pupils : | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <p>Sporting badges allocated in assembly for pupils who have represented school at tournaments, festivals – achievement and attitude certificates</p> <p>Develop intra and inter school competitions – to develop team work, fair play, tolerance</p> | <p>Weekly record on newsletter of awards recorded both within school and outside of sporting achievements</p> <p>Use of school display to reflect achievements over years/teams/ records</p> <p>Sport coach to set up after school clubs, tournaments, festivals throughout the year to ensure a range of activities are promoted and all children can access</p> | <p>£200 printing costs, trophies</p> <p>£500 costs safety equipment, resources to run clubs</p> | <p>Increased uptake of clubs offered</p> <p>Children represent school across a diverse range of activities both within and outside of school</p> <p>Children show high level of support and fair play during activities</p> | <p>Continue to raise profile of sport within school</p> <p>Children actively encouraged and supported to take part in festivals, competitions</p> <p>Increase the range of competitions taking place on our own schools grounds</p> |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
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| | | | | 66% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <p>Improved quality of children's physical education in EYFS/KS1 and KS2 to ensure all teachers are competent and confident</p> <p>Improved role modelling of healthy active lifestyle behaviors, modelled by staff and pupils – healthy eating award pupils and staff, engagement in national projects.</p> <p>Mental health first aid training</p> <p>Mental Health awareness week taught across whole school</p> | <p>Whole staff Continuous Professional Development including teaching assistants Summer term staff meeting twilight/team teach</p> <p>PE subject leader to provide updates throughout the year</p> <p>PE subject leader to plan and deliver a series of lesson observations and or team teaching to look at teaching and learning and assessment in physical education</p> <p>PE lead to conduct pupil questionnaires to talk about their views on PE lessons, knowledge, skills and understanding, half termly and deliver lessons based on outcomes</p> <p>PE lead to work with EYFS KS1 and KS2 teachers on accurate standardization of outcomes and clear next steps</p> <p>Professional development in PE subject leadership</p> <p>Understanding of mental health first aid training and how to</p> | <p>Sports coach specialist training £9500</p> <p>£500 Subject leadership supply cover</p> <p>Specialist coaching – Warrington Wolves £150 supplement per half term - £900 total</p> <p>£500 training</p> <p>£250 courses</p> | <p>Increased confidence and improvement in teaching and learning as evidenced in lesson observation feedback</p> <p>Pupils engaged and pupil centered developments</p> <p>Improved lesson planning and evaluations</p> <p>Targets set for working at age related expectations and exceeding age related expectations for each year group, analyzed and clear next steps identified</p> <p>i.e 90% in Year 1 achieved at least Age Related Expectations with 30% exceeding. Those emerging to have targeted support to develop within lessons</p> <p>Pupil questionnaires reflect positive impact of teaching and learning and physical education</p> <p>Children develop a positive self-image, resilience, persistence, robustness, positive mental wellbeing and strategies to deploy and routes of support</p> | <p>PE lead to deliver bespoke NQT training – linked to delivery, planning, assessment</p> <p>Team teaching opportunities delivered</p> <p>PE subject leader to identify any staff requiring additional support – bespoke cpd package and reviewed through joint lesson reflection, next steps</p> <p>PE subject leader to attend any network meeting to keep up to date with latest information /strategy</p> |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
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| | | | | 2% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <p>Additional achievements: Develop curriculum opportunities within school</p> <p>Continue to deliver an extensive after school curriculum opportunities</p> | <p>Pupil questionnaire to drive curriculum opportunities and national initiatives</p> <p>Sports coach and staff to deliver new curriculum opportunities</p> <p>Sports coach</p> | <p>Yoga £400</p> <p>Free</p> | <p>Yoga and mindfulness sessions</p> <p>Taster sessions linked to Penketh High School</p> <p>Tournaments linked to children's interests within school grounds</p> <p>Specialist coaches taster sessions – Taekwondo</p> | <p>Look into supplementing outside providers to widen experiences and curriculum delivered</p> <p>Change the after school clubs every half term and age range to ensure a range of opportunities and access to new experiences are available</p> |
| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
| | | | | % |

| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
|---|--|---|---|--|
| <p>Opportunities to develop more competitions within and outside school</p> <p>School to run its own competitions with local schools to</p> | <p>Liaise with Penketh High School and other local primary i.e inter primary netball tournament</p> <p>Liaise with local schools to set up competitions on school grounds.</p> | <p>High School Cost £500</p> <p>Equipment cost? TBC</p> | <p>Greater number of tournaments, competitions and festivals attended and a wider range of opportunities for all children to access</p> <p>Increase the competition participation across all abilities.</p> | <p>Arrange a meeting with linked academy schools to link into their curriculum opportunities</p> <p>Arrange a meeting with sports coaches from local schools during September HT.</p> <p>Add to school diary to ensure reduced crossovers.</p> |
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