

St Nicholas CE Primary
Evidencing the Impact of P.E

2020-2021

Belonging Compassion
Resilience

Enjoying 'life in all its fullness'
John 10:10



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 baseline evidence of need:
<p>Improvements in staff teaching. More focus on PE due to School Games Mark Implementation of break and lunchtime Sport and Play leaders</p>	<p>Replenish equipment Ensure some form of competition happens in school Equip more children with a positive view of physical activity Promote increased participation in local sports clubs Increase % of children taking part in competitive sport.</p>

Meeting national curriculum requirements for swimming and water safety.	
<p>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.</p>	16.6%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	16.6%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	16.6%
<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>COVID-19 restrictions have prevented swimming from taking place to date.</p>

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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: £16,790		Date Updated: 16/7/21	
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:
					46%
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:	
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?		Sustainability and suggested next steps:	
<p>To re-instate the role of Sports and Play Leaders for UKS2 children after COVID-19 restrictions are lifted with the intention of encouraging more children to choose to be active. Role to be linked with school's revised values of resilience, compassion and belonging. Children to be responsible for maintenance of equipment and PE shed</p> <p>As part of Sports and Play Leaders initiative, introduce the daily mile – encourage regular engagement by providing stopwatches so that children can be interested in and aim to improve their speed and stamina.</p> <p>Survey children to find out what equipment they would like available</p>		<p>Once COVID-19 restrictions are lifted, all children will be invited and encouraged to apply for this role, they will receive training from the VAT sports package team that allows them to work with others to promote physical activity during break/lunch times.</p> <p>Purchase stop watches.</p> <p>More equipment for key sport</p>		<p>Training was a part of the £7000</p> <p>£200</p>	
		<p>Link with school values will help children to value the role and be able to discuss these and praise those they are working with when they demonstrate them.</p>		<p>Each year, outgoing Sports Leaders will be supported to train the next group.</p> <p>Including pupil voice in the purchase of equipment may foster a greater sense of care and responsibility in looking after it therefore meaning the need to replacement equipment could reduce.</p>	

at break/lunch times. Also explore equipment that would support development of key skills in the school's chosen sport expertise areas.	lessons as well as equipment chosen by the children for break and lunchtimes.			
Upskill staff in PE with PC and GL	At least 2 class sessions of PE taken a week across the school, some taken alongside GL.	Part of the £7000	Staff more confident in the delivery of lessons and improvement in quality of lessons, including pace and behaviour management.	50% change of teaching staff means that this development point needs to continue.
Buying in to extra session looking at sports leaders and alternative sports	Wednesday mornings – Buy in GL to take extra session with various classes.	£70 per session Initial 10 sessions	Wednesday morning P.E sessions have had an impact on children's understanding and skill in a wider range of sports.	Sports leaders will continue to work alongside PC.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				25%
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:
To continue advertising success on PE notice board and in school assemblies to include PE star winners and inter-school competition certificates. Information shared with the wider school community on the school's website and in the newsletter.	PE and its successes are shared on a regular basis in school and through wider communication means. Continue current practice.	£1500	PE was continuing to show its improvement and importance around the school.	After initial financial cost implications, these measures are simple to begin to embed and sustain as part of our school vision.

<p>To include regular opportunities in whole school assemblies for children to share achievements or engagement in sports activities outside of school.</p> <p>Staff to share their sporting interests with children (both current and historical) in order to act as role models for children who may not have sport/physical activity as a priority in their family lives.</p>	<p>Amend school assembly rota to include these opportunities and communicate the opportunity with parents to allow them to prepare their children to share confidently.</p> <p>Extend PE noticeboard to allow for images of these sports to be displayed all of the time so as to act as inspiration to all.</p> <p>Termly "Who am I?" feature on PE noticeboard produced by staff promoting their sporting interests.</p>		<p>Children are more aware of different sports available in the local community. Participation has been limited due to lockdown however and this needs to continue as an action.</p>	<p>Continue to promote staff and pupil sports interests. Extend opportunities for those children who cannot access clubs out of school to attend sports clubs within school.</p>
<p>Buying in to extra session looking at sports leaders and alternative sports</p>	<p>Wednesday mornings – Buy in GL to take extra session with various classes.</p> <p>Also use this time to run competitions and inter sport events to continue to raise the profile of PE without competitions happening externally.</p>	<p>£70 per session Initial 10 sessions (allocated in section 5)</p>	<p>Lockdown meant competitions could not be organised.</p> <p>Wednesday morning P.E sessions have had an impact on children's understanding and skill in a wider range of sports.</p>	<p>Sports Leaders to be supported directly by PC (P.E Lead) during his leadership time in school, including modelling.</p>
<p>Whilst still continuing to provide high quality teaching for a wide-range of sports using previous coaching, the school will focus future coaching on 3 key sports to develop expertise: football, netball and cricket. The intention is to enable this small school with low staff numbers to consolidate resources and facilitate children becoming proficient in these</p>	<p>Upskill staff in PE lessons through focussed coaching to confidently teach football, netball and cricket; for younger children coaching will focus on the key skills that build into these sports. Coaching directed with staffing locations for September 2021 in mind to ensure that coaching is relevant and allows for a sustained increase in teaching</p>	<p>£2800</p>	<p>Three key sports coaching was restricted to football due to the lockdown in Jan/Feb/March. Focus of these sessions changed to re-establishing listening skills, following instructions and cooperation and teamwork within sport as these were areas identified as having been impacted by lockdown. Staff</p>	<p>Develop TA and teacher skills in the 3 core sports so that we are able to participate in inter-school competitions when they start.</p>

<p>key sports in order to allow children a fair opportunity to compete confidently in competitions. This could also have the impact of raising the School's sporting profile across the wider community VAT and local community.</p>	<p>confidence. At least 2 class sessions of PE taken a week across the school, some taken alongside GL.</p>		<p>have been supported in P.E sessions with this change of focus and this has impacted on the overall quality of teaching of P.E</p>	
<p>To revisit and improve the current School Games profile.</p>				

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				Part of the 46%(section 1)
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:
Employ GL and PC to work across the school upskilling the knowledge, skills and confidence of the staff through joint observations and team teaching.	Increase confidence, skills and knowledge of all staff. Progress this year to work on assessment and progression.	£7000 (already allocated in section 1)	Staff have increased confidence, skills and knowledge in delivery of P.E and assessment of PE is established.	50% turnover of teaching staff (one ECT) means that this coaching needs to be continued into next year to have a sustained impact.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				13%
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:
Revisit clubs booked prior to COVID-19 restrictions to give children the opportunity to try out a range of activities. Explore securing better links with local clubs including Challow Netball Club, Wantage Tennis Club, Challow and Childrey Cricket Club and other local sports providers such as TFD Gym with a view to fostering	Offer a range of after school clubs to children	£600	Clubs restricted due to Covid-19, however use of TFD Gym to provide activity by individuals and families throughout this period was positively received. Promotion of daily physical activity across the school impacted on children's wellbeing however links to local clubs not	Outsource a sports club for KS1 so that opportunities exist for early engagement Reestablish links with local sports clubs and promote within the school community. This includes within school

<p>enthusiasm for and engagement with regular physical activity as a positive self-care strategy.</p> <p>Promotion of Street Tag during COVID-19 Lockdown to encourage families to walk daily together.</p>			<p>yet established.</p>	<p>newsletters.</p>
<p>Making use of available resources such as an Academy minibus to enable children to attend after school clubs run by VAT secondary school King Alfreds. Identify vulnerable or PP children for funded places per club.</p>	<p>Contact King Alfred's to get details of planned clubs, provide transport to clubs.</p>	<p>£50 approx per hire, Max allocated for weekly transport £1500</p>	<p>Use of the mini-bus has not been used as clubs beyond school were not open due to restrictions of bubbles.</p>	<p>With restrictions lifted, this initiative will be carried forward into next year.</p>
<p>Exposing children to inspirational stories of determination, resilience and achievement in physical activity by inviting in guest speakers from local clubs, ex-students or through https://sportsforschools.org/athletes/</p>	<p>Including external speaker slots in assembly rota</p>	<p>£150</p>	<p>Covid-19 impacted on this. Inspirational sportspersons celebrated termly in our worship rota.</p>	<p>Create a schedule of guest speakers who will come into school termly.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 16%
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:
Identifying 3 key sports (football, netball and cricket) in which to develop teaching expertise in staff will provide the school with a larger pool of children who feel confident to take part in inter-school competitions.	Wednesday mornings – Buy in GL to take extra session with Various classes.	£70 per session Initial 10 sessions £700 per sport £2100	Staff confidence and skill has increased alongside children's confidence in participating in competition (football). Unfortunately school restrictions means that competitions did not go ahead.	Continue to build skill and confidence in the three identified sports.
To revisit and improve the current School Games profile.	Non-contact time to release EB and use of PC time	4 x half day Approx. £600	School Games training and support given to subject leader.	PC to continue to raise the profile of Sports Games, and make links with other schools.

Head Teacher:	Heather Richards
Date:	16/07/21
Subject Leader:	Elaine Butler
Date:	04/02/21

Governor:	
Date:	