

# **MOUNT PLEASANT PRIMARY SCHOOL**

**Evidencing the Impact of PE-Sports Premium 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 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:
<p><b>Increased confidence, knowledge and skills of all staff in teaching</b></p> <ul style="list-style-type: none"> <li>Through the PE specialist teacher who modelled PE lessons for all teachers have developed in confidence in their subject knowledge and delivery of good PE lessons.</li> <li>Through effective modelling by the PE specialist teacher increasing confidence in assessing children accurately in PE formative PE assessments to differentiate the learning so challenged and supported.</li> <li>Progress in PE is evident and more children are achieving age related expectations than in previous years.</li> <li>Pupil discussions indicates that they enjoy PE.</li> <li>Project sports and LTS training has led to more confident and involved LTS in setting up sports activities at lunch times.</li> </ul> <p><b>Broader experience of a range of sports and activities offered to all pupils</b></p> <ul style="list-style-type: none"> <li>The school increased its offer of sports related after school activities, thus increasing the number of children accessing these.</li> <li>Participation in 8 after school tournaments with other schools, including SEND group.</li> <li>Discussions with children indicate they enjoy their sports activities, and this has increased their physical activities</li> <li>During lockdown, teachers shared sports related videos to encourage children to be active.</li> </ul>	<p><b>The guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school</b></p> <ul style="list-style-type: none"> <li>To provide training for teacher sin planning and delivering covid- restricted PE activities.</li> <li>To use PE coach to target more able in PE sessions.</li> <li>Continue to develop the role of the PE leads so they are able to support any new staff and assess the quality of PE teaching and learning throughout the school.</li> <li>To purchase further support from SPIN, so that coaches can develop teachers who are less confident in teaching and assessing PE, with a focus on NQTs/RQTs.</li> <li>To contract Project Sports to provide a Sports worker during lunch times, in setting up games and activities and in</li> <li>To develop further a Sports Crew who will champion Sports throughout the school, through assemblies, a dedicated display, and set up sporting activities.</li> </ul>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	92%
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	35% - breaststroke
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	0%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> 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.

Academic Year: 2020/21	Total fund allocated: £	Date Updated: September 2020		
<b>Key indicator 1:</b> 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				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Continue to develop break and lunch time activities so that children are physically engaged increasing their daily physical activity.</p> <p>Continue to remind LTS of previous training of engagement during lunchtime.</p>	<ul style="list-style-type: none"> <li>Purchase a range of resources (based on pupil voice) to encourage children to increase their physical activity but in particular to focus on the group of inactive children. Each bubble to have their own resources which they can use at both play and lunch times.</li> <li>Continue to contract Project Sports Worker to set up lunchtime sports activities and actively engage children to participate.</li> </ul>	<p>£3000</p> <p>£8700</p>	<p>The new resources engages children thus increasing their physical activity, whilst remaining in their own bubble.</p> <p>All LTS have had training. LTS are confident with planning and setting up appropriate activities aimed at encouraging further physical activity.</p> <p>Increased sports participation at lunch times. Children report they enjoy lunch time sports activities</p>	<p>AHT seek pupil voice of the choice of resources and purchase new or replace resources.</p> <p>Annual refresher course led by AHT/Senior LTS.</p> <p>Annual training for new play leaders. New Play leaders observe experienced leaders in the first instance.</p> <p>Continue buying into external providers to support physical activity at lunch times.</p>

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Raise the profile of PE and sports across the school, thereby ensuring that it plays a factor in all school decisions.</p> <p>Continue to display Sports-based displays thus raising its profile.</p> <p>Raise the profile of PE through curriculum and parent newsletters and assemblies celebrating achievement.</p> <p>Ensure an SLT assembly to promote sports and physical activity.</p> <p>Add to the PE LTP prominent sports figures to include a diverse group.</p>	<ul style="list-style-type: none"> <li>Regularly discuss the need to increase PE and sports participation in school.</li> <li>Create displays in based on PE with quotes and photographs of the children participating in sports activities and PE.</li> <li>Staff to include sports in newsletters. Encourage teachers to choose children for sports related achievements for the Golden Book.</li> <li>PE leads to add prominent diverse sports figures to LTP. Inspire children to raise aspirations for Sports.</li> </ul>	<p>£1000</p>	<p>PE profile remains high through the regular discussion held at different levels throughout the school.</p> <p>Children’s physical activities are celebrated and recognized thus promoting the need for good physical development.</p> <p>Sports aspirations are raised, as children are able to recognize high achievement in sports is possible.</p>	<p>Continue to ensure that once a term there is a sports related assembly led by SLT to promote sports and physical activity.</p> <p>Continue to have a sports crew with another set of champions trained for the new year.</p> <p>Continue to raise aspirations in Sports by sourcing different sports figures for children to see.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
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 by ensuring staff are competent and confident.</p> <p>Continue to purchase and use PE app to support planning and assessment.</p> <p>NQTs/RQTs are supported in effective delivery of PE sessions.</p>	<ul style="list-style-type: none"> <li>PE specialist teacher to plan and deliver PE lessons observe initially a team teaching. Over time start to take over the delivery.</li> <li>Whole school staff training on delivering good quality PE</li> <li>Continue to have 2x PE Leads, who receive regular training and time.</li> <li>Professional development in subject leadership for PE subject leader</li> <li>PE leads seek teacher and pupil's views of PE in school.</li> <li>Continue to purchase and use PE app and utilize a staff meeting to and its features. All staff use the app to deliver PE and start assessing through the app</li> </ul>	<p>£8500</p> <p>£250</p> <p>£500 (supply)</p> <p>£800 + £700 (supply cost)</p> <p>£500 supply cost</p> <p>£1000</p>	<ul style="list-style-type: none"> <li>PE specialist teacher to work with NQTs/RQTs and new teachers. Lessons are high quality and this has increased staff understanding of delivery good quality PE lessons. Staff feedback suggests they have valued this and it has increased their confidence.</li> <li>PE leads are confident with their role and attend PE network meetings.</li> <li>Pupil voice indicates an enjoyment of PE lessons and an understanding of the various skills being taught as well as their increasing progress.</li> <li>Staff value the purchase of the app in supporting them to deliver good quality PE sessions</li> </ul>	<ul style="list-style-type: none"> <li>Continue to arrange specific lesson observations by the PE leads. This will evidence the difference in the teaching of PE.</li> <li>Continue to attend PE professional development.</li> <li>Ensure that PE professional training is delivered annually to keep teacher skills high, in particular focusing on effective delivery for more able and SEND in PE.</li> <li>PE leads to work with any new teachers on the teaching of effective PE teaching and learning.</li> <li>Staff training in ensuring good quality assessments are in place.</li> </ul>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
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:</p> <p>Increased and wider range of sports and activities offered which engages children into school life and increases their physical activity.</p> <p>Teach children about health well-being through activities regarding diet, exercise and how to be 'mentally' healthy.</p> <p>To set up gardening activities through Grow to Learn.</p>	<ul style="list-style-type: none"> <li>Continue to engage a club leader to take the lead in before and after school activities.</li> <li>Work alongside staff so that every year group is offered at least one activity. (half a day payback through cover supervisor).</li> <li>Staff lead activities and ensure that these are skills based and enjoyable.</li> <li>As part of PSHCE and PE sessions, children are taught about healthy lifestyles and the positive impact of these.</li> <li>Purchase Grow to Learn sessions continue. All children have a bedding plot to grow vegetables and fruit. Throughout the year, children look after their plot, water and then harvest.</li> </ul>	<p>£900 (cover)</p> <p>£5000 (cover)</p> <p>£500 (running costs)</p> <p>£1000</p>	<ul style="list-style-type: none"> <li>One staff employed who has a strategic overview of activities, promoting these throughout the whole school.</li> <li>Staff are supported and encouraged to offer after school activities.</li> <li>Participation in activities increases.</li> <li>Children are able to say what they need to do to be healthier.</li> <li>Children report enjoyment of these sessions, mental well and healthy lifestyles developed</li> </ul>	<ul style="list-style-type: none"> <li>Established systems ensures that it is easier to continue.</li> <li>Activities are a norm of the school and many staff are able to offer at least one club.</li> <li>Train Play leaders to help run activities alongside a member of staff.</li> <li>Parent session on healthy lifestyles and changes they can make to their family's lifestyles to have a positive impact.</li> <li>Continue to run these sessions</li> </ul>

Key indicator 5: Increased participation in competitive sport				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Increase participation in competitive sports, thereby increasing pupil's understanding of taking part in sports competitions.</p> <p>Develop bubble competition where all units have a competitive element.</p> <p>PE Leads to work with SPIN coach to plan an end of year PE event for ALL children across the school to take part.</p>	<ul style="list-style-type: none"> <li>Work with the children and teams to develop sport understanding and rules of the game.</li> </ul>	£800 (SPIN)	Increased participation and from a range of year groups across the school as well as abilities, eg, SEND	<ul style="list-style-type: none"> <li>Increase in-school competition between different classes across the school to develop children's understanding further.</li> <li>Continue to buy into SPIN and have access to local schools inter sports competition.</li> <li>Continue to lease mini-buses.</li> <li>Purchase a school sports uniform.</li> </ul>

Total money allocated from sports premium = £21,106

Total school expenditure = £25,300