

Primary PE and Sport Premium 2020-21

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Employment of a sports coach to support the learning and development of PE skills. • Increased participation in the Worthing Schools Sports Association (WSSA) leagues and events due to growth from a First School to a full Primary School. (Currently affected by Covid restrictions) • Alterations to Sports Day format in light of growth of the school to full primary status. • Increased status of PE in the school community with Sports Newsletters. (Currently affected by Covid restrictions) • Start of Fitness club on a Wednesday morning run by PE subject leader. (Currently affected by Covid restrictions) • Increased participation of classes in Daily Mile • Increased success in external competitions 	<ul style="list-style-type: none"> • Staff development to increase confidence in teaching PE • Assessment of PE is a focus alongside other foundation subjects linked to expected and exceeded statements in planning. • Intent, development, progression and knowledge organizer documents in progress to improve the quality of education across the school in PE

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?	36%
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?	19%
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?	19%
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 we haven't, we used curriculum budget for Y4 swimming and there was no top-up Y6 swimming

ACTION PLAN 2020-21

Academic Year: 2020/21		Total fund allocated: £19,510		Date Updated: October 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:			
						95%			
School focus with clarity on intended impact on pupils:		Actions to achieve:		Funding allocated:		Evidence and impact:		Sustainability and suggested next steps:	
<ul style="list-style-type: none">• All children regardless of starting fitness to have opportunities to be physically active during different parts of the day.• Increase participation in daily miles and PE sessions particularly as a way of enhancing well-being during COVID 19		<ul style="list-style-type: none">• Ensure children are given plenty of opportunities for outdoor physical activity wherever possible – Daily Mile and PE sessions• Sports Leader to run lunchtime activities to increase opportunities for exercise during the day.• TAs to support children with use of their playtime equipment to utilize the time for physical activity.• Class teachers use ‘Jump Start Jonny’ an brain gym activities inside the classroom so that children have a variety of outlets to exercise.• Ensure time tables allow for at least 30 minutes per day through P.E. lessons and playtimes.• Breaktime / lunchtime equipment repaired and replaced when needed.		<p>Sports Leader (RM): £15,871</p> <p>Subscriptions: Worthing School Sports Association: £1,500 Gym equipment safety inspection: £50 Jump Start Jonny: £249 Victoria Park sports markings: £250</p>		<ul style="list-style-type: none">• Class teachers to aim for 3 x daily mile (minimum) per week to ensure that all children are accessing physical activity and developing an understanding of the importance of this in maintaining our physical and mental well-being. (Records?)• Lunchtime/breaktime activities will promote physical activity as an expectation of children rather than something reserved for PE lessons. Spot checks on lunchtime ‘play’ will show level of engagement and opportunities being provided.• ‘Jump Start Jonny’ gives a different view of physical activity rather than traditional game skills. This gives teachers a tool to use if traditional PE lessons are unable to take place or if they have any spare time during the day.		<ul style="list-style-type: none">• Equipment and resources at breaktimes / lunchtimes increase and enhance children’s outcomes and enjoyment on the playground. RM and TAs to let HM know whether the playtime equipment is appropriate and if more is required to allow children access and opportunity• Possible recording of ‘mileage’ from each class to achieve a desired goal – to be considered by HM and RM how practical this would be.	

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:
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> • Delivery of high quality games, gymnastics and dance lessons. • Celebration of pupils' sport successes through Collective Worship and Sports Newsletters. (On hold during COVID – this would be good to continue when competitions are back up and running). • Daily mile 'mileage' incentives to be considered and these could be used as a tool and way of celebrating class successes in an inter-school competition for differing keystages 	<ul style="list-style-type: none"> • Inter-house competitions to be run within year groups run by Sports Leader during PE lessons with teachers taking an active role. • Sports Summary Newsletter to be distributed termly with reports of competitions within school and out of school. (On hold during COVID – this would be good to continue when competitions are back up and running). • Pupil interviews for school newspaper. (On hold during COVID – this would be good to continue when competitions are back up and running). • Inter-phase daily mile competitions 	Included from 1 above	<ul style="list-style-type: none"> • Report of results from Sports Leader along with photos put into sports folder. This half-termly competitive session will allow all children to experience competitiveness and team play. From a young age children will develop resilience which can be transferred into other subjects. • The newsletter will give parents and guardians an idea of the level PE has in the school so the profile of PE is spread throughout the entire school community. (On hold during COVID – this would be good to continue when competitions are back up and running). • Classes to be identified as 'most active' 'most mileage achieved' teachers could also identify children who improve most or consistently put in the most effort. 	<ul style="list-style-type: none"> • Sports Newsletter – created termly by PE Leaders and Newspaper Club. (On hold during COVID – this would be good to continue when competitions are back up and running). • HM and RM to discuss mileage and roll out to teachers the incentives for achieving across a half term

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				3%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> • Clear intent, development, progression and knowledge through the years of PE skills so skills are built on, not repeated unnecessarily. • Teachers and other staff are up to date on current legislation in regards to P.E. and they receive any relevant training on offer. • Sports leader to support staff with lessons. • PE lead to provide role modelling for teachers to work from and be available to support staff in planning 	<ul style="list-style-type: none"> • Create clear intent, development, progression and knowledge organizer documents of for PE across the school. • Drop-ins to PE lessons will occur more frequently during the year to ensure PE is being taught at a high standard. • P.E. Subject Lead to attend Local Authority P.E. conference to be updated on skills, resources and government planning. • Teachers to be sent on appropriate and specific CPD courses. Feedback will be given to others during staff meetings. (On hold during COVID – this would be good to continue when back up and running). • Assessment of PE is a focus alongside other foundation subjects linked to expected and exceeded statements in planning. 	<p>Training: £500 (2 x PE leaders to attend PE Conference)</p>	<ul style="list-style-type: none"> • The new documents will ensure that teachers know what the children have learnt previously and will aid planning with insight of what is coming up. • Drop-ins will make sure that subject leaders know where teachers are confident and how much support they are receiving from the Sports Leader. This will help with targeted CPD. • The P.E. conference will allow teachers to know any new expectations of teaching and new ideas and resources to aid their teaching. • Targeted CPD will make sure that teachers are learning skills in an area they are not confident in. Feedback will help all teachers to improve upon skills they already possess. 	<ul style="list-style-type: none"> • PE Subject Lead to support staff in school with planning for delivery of PE. • PE Subject Lead to identify any staff who need further support and to provide appropriate CPD. • PE Subject Lead to monitor and to provide support as appropriate in order to ensure progress and achievement are maintained by all pupils.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total

				allocation:
				2%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> • Create a new overview to ensure opportunities are offered to children throughout the school year during curriculum time. • Clubs list to be included in sports file to show what clubs are on offer. (On hold during COVID – this would be good to continue when clubs are back up and running). • Raise the profile of girls' football in the school. 	<ul style="list-style-type: none"> • PE lead to design overview and knowledge organisers to ensure year groups planning is informed (not just from scheme) and that there is an appropriate progression throughout the school. • Enter a variety of competitions. (On hold during COVID – this would be good to continue when competitions are back up and running). • Participation in Worthing 'Time to Dance' – Y3 group. • PE and school sport has a high profile and is celebrated across the life of the school. • Y1 'Happy Hearts' programme – Spring term. • Enter girls' football competitions offered by the WSSA. • Pupil Premium / disadvantaged have access to free clubs and are included in sport's events. 	<p>Time to Dance teacher: £300 Happy Hearts: £240</p>	<ul style="list-style-type: none"> • Documents will show all information about which units teachers are teaching. This will ensure that all children are exposed to a broad curriculum with challenge. • Results of competitions will be reported in the Sports Newsletter. The variety will give more children the chance to take part representing the school. (On hold during COVID – this would be good to continue when competitions are back up and running). • 'Time to Dance' gives children the chance to experience a different form of physical activity using the expertise of a dance teacher. • PE having a high profile in the school will encourage more children to sign up to sports clubs and represent the school in the competitions. • The rise in profile of girls' football will help reduce gender stereotypes for different sports. 	<ul style="list-style-type: none"> • Ensure that enhancements to the curriculum continue and are varied

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:
<ul style="list-style-type: none"> A healthy level of competition will be achieved both inside and outside of the school through P.E. lessons and representing the school during competitions. (In school can be achieved, Extrenal is currently on hold during COVID – this would be good to continue when competitions are back up and running). 	<ul style="list-style-type: none"> Children will take part in competitions during PE sessions. Children will take part in a variety of competitions. P.E. planning will be checked to ensure competition is taking place. Sports leader will report back to PE coordinators when competitions have been completed. All talented children to be signposted to appropriate sports clubs. 	<p>Legacy games transport costs: £750</p>	<ul style="list-style-type: none"> Kits at the standard of the other schools will give the children pride to represent the school. Competition lists and children involved will highlight children that are particularly skillful. Results in the Sports Newsletter will raise the profile of these competitions to entice children to try out for these competitions. Observations and planning checks will make sure that in school competition is taking place so children can develop skills needed for teamwork, winning respectfully and losing calmly. Talented children will be signposted from competition lists and recommendations from teachers. This will make sure that these children have the opportunities to hone their skills further and gain more enjoyment out of physical activity in school. 	<ul style="list-style-type: none"> Inform parents of sporting talents and achievements Try to include willing children and increase their confidence and ability.

