

SS Simon and Jude CE Primary School

The PE Funding Allocation for 2020/21 will be: £19,520

Review and reflection on the previous year's spend (2019-2020) and identified current needs and priorities for the future.

| Key achievements to date until July 2020: | Areas for further improvement and baseline evidence of need: |
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| <ul style="list-style-type: none"> Created a PE yearly overview in order to provide a well-balanced PE curriculum matched to the national curriculum requirements. Staff receive weekly CPD by observing coaches delivering PE lessons and most staff now feel more confident in the delivery of all areas of PE. Provided a wide range of sports and activities both during and after school for the children to experience and take part in that they might have otherwise not had the chance to. For example in activities such as, Judo, Mixed Martial Arts, Fencing, Archery and Tri-golf. Continued to provide a range of intra and inter competitions across school that the children can experience. Introduced the daily mile across school to get more children active throughout the school day. Introduced and developed play leaders within school through the 'play leaders award programme.' The play leaders were integrated at dinner times to get more children active. | <ul style="list-style-type: none"> Staff to now teach their own individual PE lessons alongside observing a specialist PE coach in a different area of PE each week to develop their confidence knowledge and skills further. Monitor the knowledge, confidence and skills of staff delivering PE and identify where staff may need support especially the new members of staff. Provide support or look for possible CPD courses to help with this. Continue to ensure intra competitions are being completed across school that engage all pupils. Look at ways of adapting to provide inter school competitions. Look at how the daily mile can be reintroduced across school to ensure children are engaging in regular physical activity. Look into other ways to increase physical activity across school at play times and dinner times and when travelling to school. Introduce personal challenge across school within PE lessons and provide opportunities for children to participate in their personal challenges at playtimes and dinner times. Apply for the schools games mark award if it's still viable this year. |

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: £19,520 | | Date Updated: 27/10/20 | |
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| 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: 32.6% |
| 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: | |
| All pupils to access 2 hours of high quality PE every week. | Create a yearly overview and timetable for each year group so they all have access to 2 hours of PE. Employ Rees Sports Company to deliver PE lessons. Employ KeyPE Sports to deliver PE lessons weekly. Following their units of work. Teachers to follow KeyPE sports units of work in their own PE lesson matched to the PE yearly overview. | £6,318 £12,800 | TBC | | |
| Reintroduce the daily mile safely across school to increase physical activity levels. | Look at the timetables across school to timetable in when year groups can do the daily mile safely. Create an overview to share with class teachers showing when they are to do the daily mile with their class. | N/A | TBC | | |

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| | <p>Look at buying pedometers and a sound system to make the experience of the daily mile more enjoyable.</p> <p>Explore linking the daily mile to travelling to places across the world linked to IPC host countries and creating intra competitions between year group partners.</p> | | | |
| Reintroducing personal challenges across school in PE lessons, playtimes and dinner times. | Look at how it can be introduced within PE lessons and practised at playtimes or lunch times each week safely using the PE equipment for each bubble. | N/A | TBC | |
| Increase the children's activity levels when travelling to and from school. | <p>Find out how children travel to school in each class.</p> <p>Look at ways children can travel to school instead of by car to increase physical activity levels.</p> <p>Look at ways to inform parents and engage them to encourage their children to be more active when travelling to and from school.</p> | N/A | TBC | |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| | | | | % |
| 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: |

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| Create a PE sport council | Create a PE sports council with a representative from each class to discuss PE, sport, after school clubs and activity levels across school. | N/A | TBC | |
| Have a PE display in school to raise the profile of PE. | Create a display board in school linked to PE with the latest news and updates displayed with what is happening in PE at school. | N/A | TBC | |
| Share stories of any sporting achievements that the children or teaching staff have done across school during assemblies. | Provide time to celebration assemblies to share success and achievements in school and outside of school in PE and sport. Make children aware that they can share their success with the school. | N/A | TBC | |
| Healthy and Active school day to raise the profile of PE and Sport. | Choose a date to do a 'health and active day' across school. Inform teachers across school and provide objectives and resources for the day they can use. | N/A | TBC | |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|---|-------------------------------|--|--|
| | | | | 32.6% |
| 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: |
| Improve the teacher's confidence, knowledge and skills in delivering high quality PE lessons to impact on the children's enjoyment, achievement and progress in PE. | <p>Employ Rees Sports Company to deliver PE lessons that the class teachers will observe for CPD.</p> <p>Employ KeyPE Sports to deliver PE lessons weekly. Following their units of work that the class teachers will observe each week for CPD.</p> <p>Class teachers are to deliver their own PE lessons each week following the KeyPE Sports unit planning matched to the yearly overview.</p> | <p>£6, 318</p> <p>£12,800</p> | TBC | |
| Identify members of staff to support or attend CPD courses to develop their confidence, knowledge and skills in teaching PE and sport. | <p>Informal drop ins of PE lessons across school.</p> <p>Through conversations with staff and through a staff questionnaire linked to PE.</p> <p>Identify PE courses that will increase knowledge, skills and confidence in the required areas.</p> <p>Support provided by subject leaders through conversations, team teaching or observing other members of staff for example.</p> | <p>N/A</p> <p>TBC</p> | TBC | |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
|---|---|--------------------|--|--|
| | | | | 32.6% |
| 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: |
| Provide a varied and safe after school clubs linked to the children's interests and needs. | <p>Class teachers to discuss with children which after school clubs they would like to attend if possible.</p> <p>Timetable after school clubs so each year group have access to at least one after school club each term.</p> <p>Differ the after school clubs provided for each year group each term.</p> <p>Class teachers to sign up to delivering an after school club of the children's interest.</p> | N/A | TBC | |
| Provide a varied and safe after school clubs linked to the children's interests and needs. | KeyPE Sports and Rees Sports are to provide after school clubs for children to attend linked to their SLA's. | N/A | TBC | |
| Additional achievements: | | | | |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|--|-----------------------|--|--|
| | | | | % |
| 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: |
| Reintroduce intra-competitions for KS2 to take part in safely. | <p>Create an intra competition overview for the year for classes to take part in against each other.</p> <p>Share success of house teams in celebration assemblies. Look at ways to celebrate success if house dojos are not in place.</p> | <p>N/A</p> <p>TBC</p> | TBC | |
| Enter local cluster competitions when possible and safe to do so. | <p>Sign up to the local cluster competitions.</p> <p>Ensure a wide range of children experience competition and get the chance to represent school.</p> | TBC | TBC | |
| Enter and attend some of the Bolton School Games competitions when possible and safe to do so. | <p>Sign up for Bolton school games competitions.</p> <p>Ensure a wide range of children experience competition and get the chance to represent school.</p> | TBC | TBC | |

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| Meeting national curriculum requirements for swimming and water safety. | |
| 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. | % N/A |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | %N/A |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | % N/A |
| 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? | Yes/ No |

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| Signed off by | |
| Head Teacher: | Miss K S Jones |
| Date: | 27/10/20 |
| Subject Leader: | Jimmy Winteringham |
| Date: | 27/10/20 |
| Governor: | LAB |
| Date: | |