## **St Gregory's Catholic Primary School**



## Evidencing the Impact of the Primary PE and Sports Premium Funding 2018-2019

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:	Areas for further improvement and baseline evidence of need:
<ul> <li>Pupils in Year 6 (who have a willing attitude and good ability in PE and sport) have continued to act upon their training from Year 5 to deliver lunchtime activities for this academic year.</li> <li>As a result of the Fit4Schools programme running consistently over the past 24 months, Teaching and learning currently shows how fundamental movement skills have been embedded. Staff ensure that children are exposed to fitness opportunities regularly, planning for fitness activities as part of designated curriculum time.</li> <li>The promotion of the Fit4Schools home-access programme cards have become a strength and children are actively seeking to improve their 'fitness levels'.</li> <li>Monitoring has shown that children are continuing to make more conscious decisions about movement and space. They transfer this independent thinking across the curriculum and are better prepared to transfer skills across activity areas.</li> <li>Pupils are more active and records indicate that overall levels of fitness across the school have improved in 2019 by 12% from their September 2018 baseline.</li> <li>Improved confidence, knowledge and skills of <i>most staff</i> through appropriate CPD has supported an increase in pupil progress. CPD has provided the Subject Leader with knowledge and skills to effectively monitor and evaluate provision and pupil achievement.</li> <li>Additional swimming for pupils has resulted in only 6% of children requiring intervention at the end of this academic year to be on track to reach end of key stage expectations (25M)</li> </ul>	<ul> <li>Groups have been identified across the school as needing support to develop their physical activity participation and fitness levels. Interventions have been arranged with baselines for the new academic year with baselines being recorded in September 2019. The impact of the new intervention programme used to boost activity and the ABCs in groups of children, will need to be measured at intervals in the Autumn, Spring and Summer Terms.</li> <li>*Continue to share practise of teaching across phases for all staff. A team-teach approach will develop practise for all, particularly new staff. This will be a great way of encouraging new ideas, staff taking risks in their delivery of PE and develop differentiation (support and challenge) within lessons.</li> </ul>





Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	89% (end of Autumn Term)
N.B. Even though your children may swim in another year, please report on their attainment on leaving primary school.	94% (end of Summer Term)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	55%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	36%
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: historically we identified that providing additional swimming for an extra class benefited their achievement at the end of KS2. For this reason, we have continued to provide additional swimming sessions. Added funding was used to provide an intervention at the end of the academic year to reduce the number of children having SEN in swimming heading into KS3 in September 2019.
	The 10% of Year 6 who were not meeting the end of KS2 expectations took part in a swimming intervention when the Year 4 children swam in the Summer Term.





## 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: 2018/19	Total fund allocated: £17,800	Date Updated: Jar	nuary 2019	
Key indicator 1: The engagement of <u>all</u> pupil undertake at least 30 minutes of physical act School focus with clarity on intended	Percentage of total allocation: 51% Sustainability and suggested next			
impact on pupils: Continue to work with Fit4Schools to embed fitness and fundamental skills in weekly practice (for the benefit of pupils and staff) <u>Context /Rationale</u> With staff movement across year groups and the recruitment of additional staff, it was felt that the teaching of movement fundamentals and basic skill acquisition (including the ABCs) was reinforced across the school. Monitoring continued to show simple activities could not be completed consistently with confidence by all pupils across the school (particularly children coming into Reception and those in transition from KS1 to KS2), i.e. balancing on one leg for a sustained period, catching and throwing with accuracy using different hands and distances/heights, spatial awareness when on the move etc.	<ul> <li>fundamentals and fitness teaching</li> <li>Baseline and interval tests for fitness to measure impact</li> <li>Promote activity and fitness by handing out certificates for buddies, Gifted &amp; Talented and most improved from testing sessions. Also display weather durable banners for playground/fitness area</li> <li>Priority for Spring Term:</li> <li>Promote training cards to be accessed from home – COMPLETED</li> <li>Priority for Spring Term:</li> </ul>		<ul> <li>July 2019:</li> <li>Overall School Improvement of 12% from baseline</li> <li>Girls made an overall improvement of 11% from baseline</li> <li>Boys made an overall improvement of 14% from baseline</li> <li>Pupil Premium children made an overall improvement of 12% from baseline</li> <li>SEN children made an overall improvement of 12% from baseline</li> <li>SEN children made an overall improvement of 12% from baseline</li> <li>Children continue to make more conscious decisions about movement and space. They transfer this independent thinking across the curriculum and are better prepared to transfer skills into competitive situations. Staff meeting with Fit4schools provided staff with the knowledge and understanding of how to develop this.</li> </ul>	<ul> <li>steps:</li> <li>Groups have been identified across the school as needing support to develop their physical activity. The intervention has been arranged with baselines being recorded. The impact of the new intervention programme used to boost activity and the ABCs in groups of children will need to be measured at intervals in the Spring and Summer Terms.</li> <li>Scores from assessments are broken down into a variety of fundamental areas. Staff are instructed as to which areas need to be embedded into planning for the coming term to ensure the gaps are closed by the next assessment point.</li> </ul>

Created by: Physical





Development of the playground surfaces to promote physical activity and outdoor learning links	<ul> <li>3 quotes obtained</li> <li>Plans and finances reviewed by SLT, site manager, MAC central services and approval given my MAC Board</li> </ul>	The percentages given suggest children's fitness levels across the school, however, a more in-depth look at the differentiated testing process (intensity and difficulty of performing ABCs competently increases for each phase) shows that the 'fitness tests' don't simply assess how long a child can keep going for; in actual fact, the tests incorporate the ABCs and gives an insight as to which areas need improvement for staff to integrate into planning for the next half term. The test process focuses more heavily on the accuracy of completing an activity rather than the frequency of performance over a timed period. It was the shared vision of a select group of children and the SLT to create an educational space that can be used to maximise opportunities for physical	<ul> <li>Subject leaders to create a bank of ideas as to how the designs can be used in their curriculum areas as learning opportunities –</li> </ul>
	<ul> <li>approval given my MAC Board</li> <li>Dates arranged for work</li> <li>Site manager informed</li> </ul>	to maximise opportunities for physical activity. The revamped space also needed colour adding to it to engage the children's interest. The impact of this will be measured in the Autumn term.	<ul> <li>areas as learning opportunities – primarily in maths, English and phonics.</li> <li>Planned activities in EYFS and phonics particularly, need to evidence the use of the new playground space</li> </ul>





Key indicator 2: The profile of PESSPA being	raised across the school as a tool for whole s	school improvement	t	Percentage of total allocation:
				4%
School focus with clarity on intended	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next
impact on pupils:				steps:
	Use coaches from Fit4Schools to work with	£150	Pupils in Year 6 (who have a willing	Those trained to run zoned-activities
embedded to raise expectations in physical	subject lead to monitor the progress and		attitude and good ability in PE and	at lunchtimes formed a sports counc
activity outside of curriculum time	efficiency of the current Year 6 leaders in		sport) have continued to act upon their	
	school.		training from Year 5 to deliver lunchtime activities for this academic	audit resources for lunchtimes and Spring/Summer curriculum activities.
	Use coaches from Fit4Schools to work with		year.	
	subject lead and group of confident/		, curr	They need to take a more active role
	enthusiastic Year 5 children to promote		16 Y6 pupils [8B & 8G] have been	in becoming the drivers/ambassadors
	physical activity at lunchtimes for the next		trained to deliver lunchtime activities	of fitness across the school in the
	academic year.		and raise the profile of PESSPA across	year 2019-2020.
			the school at break-times and	
			lunchtimes.	If funding were to be removed, this is
				a programme we can continue to run
			All pupils say they have: - improved their ability to communicate	in school now that a knowledge and
			with other children,	initiative has been
			- increased their confidence, patience	obtained.
			and ability to think creatively	
				Selected pupils from year 5 will be
				trained to deliver lunchtime activities
				for the next academic year.
Groups have been identified across the	Coaches worked with two selected groups	£450	An intervention lasting ten sessions	After this success, baselines will be
school as needing support to develop or	for two sessions covering a range of skills		produced the following results for	recorded in Autumn 1 and new
challenge their physical activity. The	and activities relevant to the group's needs.		lower attaining Year 4 pupils (group identified from data). Objectives for the	groups will be catered for in the
intervention was arranged in the Spring			intervention were created to close gaps	
Term with baselines being recorded.	One particular group will be made up of		in areas identified by the class teacher	Working alongside intervention
	lower attainers with needs such as: poor		and the assessments carried out by	coaches, the subject lead will need to
	overall fitness and physical literacy; social		Fit4Schools.	create a bank of ideas for
	& emotional needs; self-confidence needs;			interventions to be embedded within
	negative attitudes towards competition in		Objectives 1&2: 100% all achieved	lessons based on the strategies used
	team games.		Objectives 3&4: 100% all achieved	outside of statutory curriculum time –
	A gifted and talented group who can be		Objectives 5&6: 42% all achieved 58% most achieved	this will ensure that if funding were to
	A gifted and talented group who can be challenged and introduced to new activities		Objectives 7&8: 58% all achieved	be removed, this is a programme we can continue to run in school now that
	will also be a part of this intervention.		42% most achieved	a knowledge and understanding of
			/************************************	







Objectives 9&10:100% all achieved how to run this initiative has been
obtained.
None of these children achieved
anything less than expectation.
An intervention lasting ten sessions
produced the following results for G&T
pupils from across KS2(group identified
from data). Objectives for the
intervention were created to challenge
in areas identified by the class teacher
and the assessments carried out by
Fit4Schools.
Objectives 1&2: 78% all achieved
22% most achieved
Objectives 3&4: 71% all achieved
29% most achieved
Objectives 5&6: 100% all achieved
Objectives 7&8: 86% all achieved
14% most achieved
Objectives 9&10:100% all achieved
None of these children achieved
anything less than expectation.

It should be noted that in partnership with our work through Fit4Schools, we have the benefit of being able to broaden opportunities and raise the profile of PESSPA by:

Promoting the Fit4Schools home-access programme cards. These have become a strength and children are actively seeking to improve their 'fitness levels' as they can track their progress at home and perform exercises using the cards, which are relative to the scores obtained from periodic assessments in school (increased scores generate more challenging exercise cards)

• Using fitness banners around the school, which display the programme cards for children to refer to at break-times and lunchtimes if they wish to do so (these need to be replaced and put out onto the playground because of weathering)





Key indicator 3: Increased confidence, knowle	edge and skills of all staff in teaching PE and	d sport		Percentage of total allocation:
				12%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Staff CPD for RQT and potential new subject- lead	<ul> <li>Staff to go on training to look at how to progress children in their class, ensuring that the children in their class are catered for on their own merit with support and challenge provided</li> <li>New initiatives for how to develop concepts in engaging ways is also to be explored</li> <li>Staff member to be upskilled in subject leadership of PE by attending network meetings and curriculum conferences</li> </ul>	£125	<ul> <li>From monitoring, teaching from the RQT was graded as good with outstanding elements after CPD sessions focussed on continual movement and progression of skill.</li> <li>Children in the lesson were enthused by the opportunities presented to them and thrived on challenge</li> <li>Prospective subject-lead has already attended network meetings and one conference this academic year (2018-2019), highlighting to the current lead on how the Sports Premium can fund interventions in PE to develop confidence and consistency in lower achievers</li> <li>Prospective subject-lead also audited resources at the end of 2017-2018, 2018-2019 and is becoming more familiar with playground leaders</li> <li>Prospective subject-lead has bought into 'Real PE' scheme for KS1 to be implemented in September 2019 to ensure basic skills are consistent across the key stage and better prepare children for transition to KS2</li> </ul>	<ul> <li>role by joining one-to-one sessions with dancedesk advisor organising MAC competitions and developing resources for curriculum. It will also be useful to get to grips with assessment.</li> <li>Allow cover to be arranged so that other staff can experience competition days and take a broader range of children to level 2 competition</li> <li>Link all new learning with the 5Cs curriculum in school so that we move forward with new initiatives and make tighter links with PE and other curriculum areas</li> </ul>
DanceDesk subscription and curriculum support	<ul> <li>Provide subscription to Coordinator network including CPD. National &amp; professional support memberships.</li> <li>Improve teaching and provide new ideas for the curriculum.</li> </ul>	£750	<ul> <li>Coordinator upskilled and able to support development of other staff.</li> <li>Membership of professional organisations ensures school has latest knowledge, guidance and resources</li> </ul>	<ul> <li>Continue with subscription to ensure support remains and the school is kept best informed with the most recent practice and legislation</li> <li>Review assessment criteria to fit in with school's new tracking</li> </ul>





	<ul> <li>Improve confidence of teachers to deliver high quality PE with up-to- date pedagogy</li> <li>Spring priority:</li> <li>Gain support in developing policy and assessment.</li> </ul>		<ul> <li>Teachers upskilled impacting positively on pupil achievement and quality of teaching and learning which will be at least good</li> <li>Increase in amount of physical activity across the school including lunchtimes/break times</li> <li>Training for staff delivered based on needs from questionnaire</li> <li>Policies and practices updated; including assessment</li> </ul>	system
Further CPD negotiated for staff – the outcome of which meant that competition within lessons was an area for further development	Questionnaires were put to staff at Spring staff meeting to identify strands of PE to increase confidence in. It was discussed amongst SLT to decide who and when CPD will take place for – the area with lowest efficacy was a range of competition.	£1,200	<ul> <li>Four members of staff have now begun to plan more effective and ranging competition activities as part of lessons – this has been monitored on learning walks and children respond well.</li> <li>Follow-up questionnaires have shown increased confidence in this area.</li> <li>Cross-curricular learning was touched upon with remaining teaching staff to use as part of interventions in PE or maths/basic literacy/phonics</li> </ul>	





Key indicator 4: Broader experience of a ran	ge of sports and activities offered to all pup	of sports and activities offered to all pupils			
				30%	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
Resources – top-up basic teaching aids and invest in wider curriculum opportunities	Provided equipment / resources to introduce new sports into the school, to improve delivery of existing ones and to support wide range of lunchtime and after school sports activities. New sports include: netball, badminton, volleyball and basketball with a more competitive objective	£4,000	<ul> <li>Pupils have an active and enjoyable lunchtime.</li> <li>Pupils learn and participate in new sports, developing new skills, resulting in an increase of pupils' health and fitness</li> <li>Positive impact on behaviour and social skills through being engaged ir sport</li> <li>Pupils have active lunchtimes – even fewer behaviour incidents</li> <li>Pupils report increased enjoyment of being active in a variety of sporting domains</li> </ul>		
Action Mats	<ul> <li>Attend showcase for use of Action Mats</li> <li>Purchase relevant equipment to run the scheme</li> <li>An Action Packed set of Action Mats contains:</li> <li>14 exercise mats,</li> <li>4 team home bases,</li> <li>10 arrows &amp; 4 target mats</li> <li>2 storage bags Activity pack with 11 plans</li> </ul>	£900	<ul> <li>A fun resource to promote physical activity and highly engage the fitness and basic body movements of children</li> <li>Can be used collaboratively in team games or to achieve PBs individually</li> <li>The resource is designed in a child-friendly manner that meets criteria for an element of inclusion for all</li> </ul>	<ul> <li>Staff to use resources as part of structured breaks in the afternoon and also plan PE sessions with these noted at various points throughout the year</li> </ul>	
Provide additional swimming for children in Year 4	<ul> <li>Arrange with Sandwell Leisure Trust when they have availability for us to have additional sessions over the spring term</li> <li>Arrange consent forms and risk assessments</li> </ul>	£135	<ul> <li>We identified that providing additional swimming for an extra class benefited their achievement at the end of KS2. For this reason, we have continued to provide additiona swimming sessions – just not as an intervention as we have done in previous years. Subsequently, this</li> </ul>	swimming intervention when	





	<ul> <li>Ask SLT to run baseline tests so intervention can be measured</li> </ul>	<ul> <li>has helped reduce the number of children moving to KS3 as having SEN in swimming.</li> <li>Gap in recent years has been closed in level of attainment so that there are fewer children needed for the intervention group in the next/current academic year (2018 = 17%, 2019 = 6%)</li> <li>22% of children in Year 6 swim competitively</li> </ul>	the leisure centre
Health and Nutrition Workshops for all classes to be delivered during 'Health and Fitness Week' (Summer Term)	<ul> <li>Health and Fitness Days incorporate both classroom based workshops and physical activity based sessions</li> <li>Differentiated classroom based workshops to focus on: 'nutrition and healthy living', 'how the body works' and 'the importance of physical activity and its benefits'</li> </ul>	<ul> <li>Each workshop was differentiated to each year group and included a task for children to complete as evidence of their learning – children were responsive and engaged</li> <li>Workshops were combined with physical activity sessions to provide children with the opportunity to improve their physical literacy and experience new activities such as: Boxercise and Quidditch – all activities completed in health and fitness week.</li> </ul>	<ul> <li>Learning to be sustainable for the children long-term. An education to last beyond their time at St Gregory's</li> <li>The health and nutrition elements of the Champions scheme to be embedded into PE curriculum as children responded well to this type of topic.</li> </ul>





Key indicator 5: Increased participation in co	mpetitive 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:
<u>Level 2 competitions</u> MAC competitions x1 Fit4schools sports day MAC Sports Day	<ul> <li>Key Stage 2 children Including G&amp;T and a spread of boys and girls to be entered into Level 2 MAC competitions (Spring and Summer Terms)</li> <li>High scorers on the fitness program to attend Fit4Schools sports day (Spring/Summer 2019 date tbc)</li> <li>Spring Term monitoring priority:</li> <li>Increase competition element of the curriculum and also build upon the planning of Level 1 competition structures being implemented in school using CPD from Premier Education</li> <li>Agree level 2 competition opportunities with MAC cluster leaders for Spring/Summer Term</li> </ul>	£90	<ul> <li>Children have competed, experienced new events (for some) and experienced success in all competitions</li> <li>Key Stage 2 children represented the school in level 2 competition as part of the MAC schools sports day.</li> <li>57% of Year 6 children (male and female mix) competed in football matches against MAC opposition</li> <li>26% of Year 6 children competed in the Fit4Schools sports day</li> </ul>	<ul> <li>Develop competition for KS1 across the MAC schools</li> <li>Ensure a wide range of competitions are on offer to take the interest of boys and girls (audit with questionnaire)</li> <li>Timetable constraints, staffing structures and travel all impact on participation levels: obstacles which need to be overcome at an agreed cluster meeting in the Autumn Term. This will be achieved with the help of shared sports coach across the MAC</li> <li>All pupils now to participate in at least three formal level 1 school competitions annually within classes and across the school - including Sports Day</li> </ul>
Travel – to enable children to take part in inter-school competitions, matches and attend sporting events e.g. swimming gala, football matches etc.	<ul> <li>Highlight competition for the year</li> <li>Draw up letters for consent and key information</li> <li>Work with staff to identify key candidates for participation</li> <li>Negotiate costings for travel if timings of events are inconvenient for parent/guardian support</li> </ul>	£400	<ul> <li>Pupils able to take part in events and use facilities beyond immediate locality of school</li> <li>No cost to parents for transport</li> <li>Increased number of pupils able to participate in competitions that were previously unattended because of accessibility/distance</li> </ul>	opportunities as an academy to reduce costs and increase participation.

