

**St Gregory's Catholic Primary School  
Evidencing the Impact of the**



**Primary PE and Sports Premium Funding  
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 pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Those trained to run zoned-activities at lunchtimes have formed a sports council and have helped audit resources for lunchtimes and Spring/Summer curriculum activities.</li> <li>• Movement of staff across year groups leads us to believe that CPD is needed to upskill some staff. This has been achieved by the use of PE HUB to help boost the confidence of staff in teaching PE, particularly in Key Stage 1.</li> <li>• The outdoor environment has been heavily invested in particularly with a revamp of the playground. This has been embedded into the curriculum now that work is complete.</li> <li>• The provision of 30 minutes added daily exercise has been audited in-line with the restructure of the school day. The addition of a structured afternoon break has helped us achieve an added 15 minutes above the activity children partake in at breaktimes, lunchtimes and PE curriculum time.</li> <li>• Groups have been identified across the school as needing support to develop their physical activity participation and fitness levels. Interventions have taken place based on baselines from the new academic year and then revised data at the end of the autumn term. The impact of the new intervention programme used to boost activity and the ABCs in groups of children, will need to be measured further at the end of the Summer Term; with data being used to help setup intervention for September start.</li> <li>• Continued links with Fit4Schools have motivated staff to ensure that children are exposed to fundamental movement skills to regular fitness opportunities. Planned fitness activities as part of designated curriculum time with the addition of after-school clubs and competitions in school time have supported this.</li> <li>• Continue to share practise of teaching across phases for all staff. A team-teach</li> </ul>	<ul style="list-style-type: none"> <li>• Year 5 children need to be upskilled and prepared for when they are going to be sports leaders.</li> <li>• Source further initiatives to increase the current 15 minutes extra of daily activity to 30 minutes – monitor if resurfacing of playground area has an impact</li> <li>• Continue to monitor the progress of fundamental movement and fitness for children across the school and intervene where necessary to close the gap</li> <li>• Continue to attend varied competitions/events to motivate and inspire children with interest and those who are gifted and talented.</li> <li>• To monitor the uptake of after-school provision and ensure opportunities are offered to engage the interest of children across all phases</li> <li>• Arrange visits from local sporting clubs/agencies to present and provide workshops to inspire children to partake in competitive sport – nurture their understanding of good role models in the community.</li> <li>• Promote well-being and healthy lifestyles with workshops for each year group</li> <li>• Additional swimming for children going into Year 6 may be required to close the gap by the end of next academic year so that more pupils achieve end of key stage expectations (25M)</li> </ul>

approach with a sports coach has developed practise for all, particularly staff new to a different phase. Every member of staff has been given the opportunity to work alongside the sports coach. This has been valuable in encouraging new ideas, staff taking risks in their delivery of PE and developing differentiation (support and challenge) within lessons.

- Pupils are more active and records indicate that overall levels of fitness across the school have improved in 2021 by 23.68% from their September 2020 baseline.
- Improved confidence, knowledge and skills of most staff 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.
- Black country gold achievement award for the teaching of PE.

Did you carry forward an underspend from 2019-20 academic year into the current academic year? Yes. £3000 which has been used in combination with Sports Premium Funding from 2020-2021 and money raised within the school community to develop the grass are of the playground to make it more accessible, all year round.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B Complete this section to your best ability. For example, you might have practised safe self-rescue techniques on dry land.</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</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>	58%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	71%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	42%
<p>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?</p>	<p>No: historically we identified that providing additional swimming for an extra class benefited their achievement at the end of KS2. However, this year we were unable to use the funding due to covid/time restraints</p> <p>However, the added funding for next academic year is to be used differently in comparison to previous years. An intervention at the end of the academic year may well be required to reduce the number of children having SEN in swimming heading into KS3 in September 2021 for a larger number of pupils than in previous years.</p>

## 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.

<b>Academic Year:</b> 2020/21	<b>Total fund allocated:</b> £17,800	<b>Date Updated:</b> July 2021		
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: <b>31%</b>
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
<b>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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocated:</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?</b>	<b>Sustainability and suggested next steps:</b>
Continue to work with Fit4Schools to embed fitness and fundamental skills in weekly practice (for the benefit of pupils and staff)	<ul style="list-style-type: none"> <li>• Baseline and interval tests for fitness and fundamentals 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> </ul>	£6,500	Summer 2 2021: <ul style="list-style-type: none"> <li>• Overall School Improvement of 23.68% from baseline</li> <li>• Girls made an overall improvement of 18.02% from baseline</li> <li>• Boys made an overall improvement of 19.13% from baseline</li> <li>• PP children made an overall improvement of 26.31% from baseline</li> <li>• SEN children made an overall improvement of 37.78% from baseline</li> <li>• EAL children made an overall improvement of 17.95% from baseline</li> </ul>	Work with Fit4Schools to embed fitness and fundamental skills through the use of fitness tests.  Use alternate sessions for the coach to work with children not meeting the activity levels in the afternoon to ensure that they are being given the right chance to work on improving their fitness with a coach in a small session.  KS2 will be an initial focus for increasing activity, improving fundamental movement skills and increasing levels of fitness in the academic year 2021-2022.

**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement**

Percentage of total allocation:

54%

Intent	Implementation		Impact	
<p><b>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:</b></p>	<p><b>Make sure your actions to achieve are linked to your intentions:</b></p>	<p><b>Funding allocated:</b></p>	<p><b>Evidence of impact: what do pupils now know and what can they now do? What has changed?</b></p>	<p><b>Sustainability and suggested next steps:</b></p>
<p>Sports leaders program to continue to be embedded to raise expectations in physical activity outside of curriculum time</p>	<p>Use coaches from Fit4Schools to work with subject lead to monitor the progress and efficiency of the current Year 6 leaders in school. Use coaches from Fit4Schools to work with subject lead and group of confident/enthusiastic Year 5 children to promote physical activity at lunchtimes for the next academic year through the use of medals during "Praise Assembly"</p>	<p>Combined sessions (x3) with the cost below for interventions. Sessions taken in Autumn 1.</p>	<p>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. 16 Y6 pupils [8B &amp; 8G] have been trained to deliver lunchtime activities and raise the profile of PESSPA across the school at break-times and lunchtimes. All pupils asked say they have: - improved their ability to communicate with other children, - increased their confidence, patience and ability to think creatively. (true as of the end of the Autumn Term)</p> <p>Leaders continued to work within their bubbles as the year progressed.</p>	<p>Due to COVID, we have been unable to train the Year 5's this year.</p> <p>In the first few weeks back at school the P.E. lead will take the new Year 6's who would like to take part in helping others and train them so they are ready to start A.S.A.P.</p>
<p>Develop the grass area at the top of the playground to make it more accessible, all year round.</p>	<p>Quotes obtained, quotes negotiated to ensure we got the best product/service available. Work scheduled to be done during the summer break 2021.</p>	<p>£9,750</p>	<p>Impact to be measured in the new academic year 2021-2022. Pupil surveys to be completed to measure how the land development has impacted positively on school life and physical activity.</p>	<p>Identify and implement ways of how best to make use of the resurfaced area.</p>

**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport**

Percentage of total allocation:

7%

Intent	Implementation		Impact	
<p><b>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:</b></p>	<p><b>Make sure your actions to achieve are linked to your intentions:</b></p>	<p><b>Funding allocated:</b></p>	<p><b>Evidence of impact: what do pupils now know and what can they now do? What has changed?</b></p>	<p><b>Sustainability and suggested next steps:</b></p>
<p>A professional sports coach from SLT (employed by the MAC) to complete professional development with targeted teachers, developing pedagogy in PE and developing confidence. Higher quality teaching in PE with result in high quality outcomes for progress and increased attainment.</p>	<p>Source a highly skilled sports coach. Develop a coaching and mentoring programme for the Sports Coach to use with staff. Monitor the effectiveness of the professional development through staff surveys. Monitoring to be conducted to evaluate effectiveness and pupil progress.</p>	<p>£1500 for coach to work both Wednesday and Fridays for the <u>first half term.</u></p>	<p>Staff display greater confidence in the teaching of PE, with high quality lessons with improved teaching strategies. Staff have developed subject knowledge with greater knowledge of challenge, assessment and strategies to improve children’s progress.</p>	<p>Knowing the effectiveness of using a coaching and mentoring system with an external coach we should use the Fit4Schools coach for CPD mornings for NQT’s/RQT. To increase their confidence in teaching P.E. through observations and team teaching – as of September 2021.</p>
<p>DanceDesk subscription and curriculum support</p>	<p>Provide subscription to Coordinator network including CPD. National &amp; professional support memberships. Improve teaching and provide new ideas for the curriculum. Improve confidence of teachers to deliver high quality PE with up-to-date pedagogy</p>	<p>£955</p>	<ul style="list-style-type: none"> <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> <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>	<ul style="list-style-type: none"> <li>• Continue with subscription to ensure support remains and the school is kept best informed with the most recent practice and legislation</li> </ul>

**Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:

5%

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>
<p>Ensure that children are <u>all</u> being physically active during breaktimes.</p>	<p>Investing into the PE equipment to ensure that there is enough for the children to have at break-time and during PE sessions</p>	<p>£500</p>	<p>Pupils have an active and enjoyable lunchtime.</p> <ul style="list-style-type: none"> <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 in 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>	<p>Get sports leaders to run mini competitions using resources and markings effectively</p>



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				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:
<p>Level 1 competitions - Fit4schools sports day (summer term)</p> <p>All Level 2 competition planned for has been cancelled due to COVID</p>	<ul style="list-style-type: none"> <li>• Key Stage 2 children Including G&amp;T and a spread of boys and girls to be entered into Level 2 competitions (Spring and Summer Terms)</li> <li>• High scorers on the fitness program to attend Fit4Schools sports day (Summer 2020 date tbc) Spring Term monitoring priority:</li> <li>• Ensure the competition element of the curriculum (Level 1 competition) is planned for and taught – explore opportunities within the PE Hub</li> </ul>	£250	<p>Due to COVID we have been unable to take part in most sports competitions and tournaments.</p> <p>However, continuing to pursue competition through a Sports Day was encouraging to see the children's desire to want to compete and succeed for their house teams.</p>	Get involved with Sainsbury's School Games again to reignite level 2 competition and make links with MAC/LA schools

Signed off by	
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