

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



**Evidencing the Impact of the  
Primary PE and Sports Premium Funding  
2017-2018**

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 style="list-style-type: none"> <li>• Pupils in Year 5 moving into Year 6 (who have a willing attitude and good ability in PE and sport) have begun their training to deliver lunchtime activities for this academic year: to continue good leadership shown by the previous Year 6 class.</li> <li>• As a consequence of the Fit4Schools programme running for a full year in school now, it is becoming more obvious to see how fundamental movement skills are promoted to close gaps in learning by staff and are being responded to by the children. Staff ensure that such opportunities are planned for regularly; or in some observed cases, are addressing these areas within lessons to support those in need of development.</li> <li>• Pupils are more active and records indicate that overall levels of fitness across the school have improved in 2018 by 24% from their September 2017 baseline.</li> <li>• Improved confidence, knowledge and skills of 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; enabled the EYFS lead to develop practise and upskill support staff using stories and fundamentals as part of PE learning; and given an NQT a clearer understanding of what expectations are to be met in the teaching of PE in-line with current legislation.</li> <li>• Shared practise of teaching across phases for all staff has been a great platform for encouraging new ideas in the delivery of PE: particularly for developing differentiation and being creative in linking PE with other curriculum areas.</li> <li>• A very successful Sports Day attended by the four MAC schools.</li> <li>• Outdoor and Adventurous activities have been invested in with the mapping of orienteering.</li> <li>• Children are praised more regularly in assemblies to acknowledge sporting achievements from within and outside of school</li> <li>• Additional funding for swimming has ensured that 84% of the Year 6 cohort are in-line with end of key stage expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Form a sports council using those trained to run zoned-activities at lunchtimes. They can help with the audit of resources for lunchtimes and curriculum activities and be the drivers/ambassadors of fitness across the school.</li> <li>• Movement of staff across year groups leads us to believe that CPD is needed to upskill some staff</li> <li>• The provision of 30 minutes added daily exercise needs to be reviewed to balance with timetable constraints and the school environment.</li> <li>• Use the data accrued from the Fit4Schools programme to develop an intervention strategy for groups that show a trend in data. The aim of the intervention strategy will be to boost activity and the ABCs in groups of children.</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> <li>• Ensure level 1 competition is being planned for to raise expectations within lessons for children to meet the expected standard by the end of each key stage.</li> <li>• Look to reintroduce and promote the Fit4Schools home-access programme cards to motivate children and families to improve their 'fitness levels' at home.</li> <li>• Outdoor and Adventurous activities have been invested in with the mapping and set-up of orienteering. This needs to be embedded into the curriculum once building work is complete.</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?	84%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	50%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	30%
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?	Yes: 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 – just not as an intervention as we have done in previous years. Subsequently, this has helped reduce the number of children moving to KS3 as having SEN in swimming.

## 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: 2017/18		Total fund allocated: £17,830		Date Updated: September 2018	
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: 16%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
<p>Work with Fit4Schools to develop and embed fitness and fundamental skills in weekly practice (for the benefit of pupils and staff)</p> <p><u>Context /Rationale</u> The importance of developing fundamentals is still paramount within school to close gaps in children’s confidence and consistency in repeating basic movement patterns successfully. Although this isn’t a concern for all children in school, further monitoring has shown an inconsistency in some children’s proficiency of simple activities, 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.</p> <p>Additionally, children have expressed their enjoyment when taking part in the programme and would like it to continue going forward.</p>	<ul style="list-style-type: none"> <li>Staff meeting to upskill on fundamentals and fitness teaching</li> <li>Baseline and interval tests for fitness to measure impact</li> <li>Gifted &amp; Talented, intervention to take place for those identified from data</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>Promote training cards to be accessed from home</li> </ul>	£2750	<p><b>Summer 2018:</b></p> <ul style="list-style-type: none"> <li>Overall School Improvement of 23.88% from baseline</li> <li>Girls made an overall improvement of 23.40% from baseline</li> <li>Boys made an overall improvement of 24.50% from baseline</li> <li>Pupil Premium children made an overall improvement of 17.37% from baseline</li> <li>SEN children made an overall improvement of 29.09% from baseline</li> <li>EAL girls overall score increased by 21.83% from baseline</li> <li>EAL boys overall score increased by 14.92% from baseline</li> </ul> <p>Children have shown progress across the school in making more conscious decisions about movement and space. They transfer this independent thinking across the curriculum and are better prepared to transfer skills into game situations. Staff meeting with Fit4schools provided staff with the knowledge and understanding of how to develop this.</p>	<ul style="list-style-type: none"> <li>Promote the schools push on physical activity and fitness to parents and create home-links with home-access cards</li> <li>Use the data accrued from the Fit4Schools programme to develop an intervention strategy for groups that show a trend in data. The aim of the intervention strategy will be to boost activity and the ABCs in groups of children.</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.	
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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:
				2%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Sports leaders program continue to raise expectations in physical activity outside of curriculum time	<p>Use coaches from Fit4Schools to work with subject lead and group of confident/enthusiastic Year 6 children to promote physical activity at lunchtimes for the academic year 2018/2019.</p> <p>Towards the end of the summer term, begin to upskill children from the Year 5 class, to carry the initiative forward into the year 2019/2020</p>	£400	<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.</p> <p>16 Y6 pupils [8B &amp; 8G] have been trained to deliver lunchtime activities</p> <p>All pupils say they have:</p> <ul style="list-style-type: none"> <li>- enjoyed delivering activities</li> <li>- increased their confidence</li> <li>- like the opportunity to be creative</li> <li>- lead in a way that they would want to be by other members of the school</li> </ul>	<p>Those trained to run zoned-activities at lunchtimes have helped with the audit of resources for break-time activities</p> <p>Their role needs to be developed further to ensure they have a wider impact across the school within curriculum time, e.g. identify areas of the curriculum that can be developed to suit the needs of their peers, create links with outside agencies used by pupils for 'after-school' activities.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				13%
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 NQT	<ul style="list-style-type: none"> <li>NQT to go on three days 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 differentiation and challenge provided; with a view to meeting end of key stage expectations</li> <li>New initiatives for how to develop curriculum aims in engaging ways is also to be explored, particularly with a cross-curricular focus</li> </ul>	£600	<ul style="list-style-type: none"> <li>Teaching from the NQT was graded as good after CPD sessions focused on differentiation, continual movement and progression of skill.</li> <li>Children in their lessons showed engagement and enjoyment in the opportunities presented to them</li> <li>Pupil progress in these groups was observed to be good or better and sustained in follow-up data meetings</li> </ul>	<ul style="list-style-type: none"> <li>Ensure staff across the school get added CPD opportunities to improve on areas they may lack in confidence</li> <li>Look to develop challenge in lessons taught by the NQT</li> </ul>
DanceDesk subscription and curriculum support	<ul style="list-style-type: none"> <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> <li>Improve confidence of teachers to deliver high quality PE with up-to-date pedagogy</li> <li>Gain support in developing policy and assessment.</li> <li></li> </ul>	£750	<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>

Supply staff to cover for subject leader, courses and subject-based release time	<ul style="list-style-type: none"> <li>• Children have the opportunity to participate in inter-school competition during school hours</li> <li>• Subject leader receives CPD and obtains key information, processes and policies to implement in school</li> <li>• Monitoring and subject maintenance/development can be kept up-to-date</li> <li>• New initiatives brought into school</li> </ul>	£850	<ul style="list-style-type: none"> <li>• Updated and maintained legal paperwork, policies and procedures, which has in turn, reduced the number of behaviour incidents and accident reports</li> <li>• Opportunities broadened for children to compete and succeed (see data in Key Ind 5)</li> <li>• Children have competed and experienced success, developing confidence</li> <li>• Training for staff delivered by Subject Lead on return from courses with new initiatives</li> <li>• Regular monitoring of practice, assessment and planning to maintain high expectations and track pupil progress and achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that new concepts brought back into school this year, are a part of the schools PE and school sport identity next year</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> </ul>
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<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				57%
School focus with clarity on intended <b>impact on pupils:</b>	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	Provide 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.	£600	<ul style="list-style-type: none"> <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 in sport</li> <li>• Pupils have active lunchtimes – even fewer behaviour incidents</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Revisit this action from last report</b> - Invest in improved playground markings for children to develop a more independent and self-driven attitude to physical activity</li> <li>• Get sports leaders to run mini-competitions using resources and markings effectively</li> </ul>

			<ul style="list-style-type: none"> <li>Pupils report increased enjoyment of being active in a variety of sporting domains</li> </ul>	
After a discussion amongst the school council, it was agreed that the grass area at the top of the playground was to be developed for break-times and lunchtimes to increase activity and enjoyment	Agree on quote and design sourced from various companies for a trim-trail Arrange date for completion – Autumn 2.	£6500	<ul style="list-style-type: none"> <li>Pupils have an active and enjoyable lunchtime</li> <li>Pupils develop new fundamental skills, resulting in an increase of pupils' health and fitness</li> <li>Pupils have active lunchtimes – even fewer behaviour incidents</li> </ul> <p>Discussion with school council and focus group to be had to gauge the impact of the development. To be done in the spring/summer term of 2019 so that classes get the opportunity to embed the area as part of their daily/weekly activity.</p>	<ul style="list-style-type: none"> <li>To ensure this is accessible all-year-round, it is to be arranged with the site manager to get a quote for all-weather, rubber, safety chippings to surround the now-installed trim-trail and climbing wall</li> </ul>
Provide additional swimming for children in Year 4	<ul style="list-style-type: none"> <li>Arrange with SLT when they have availability for us to have additional sessions over the spring term</li> <li>Arrange consent forms and risk assessments</li> <li>Ask SLT to run baseline tests so intervention can be measured</li> </ul>	£1,000	<ul style="list-style-type: none"> <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 additional swimming sessions – just not as an intervention as we have done in previous years. Subsequently, this 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 not meeting the expected standard (2018 = 17%)</li> <li>18% of children in Year 6 swim competitively</li> </ul>	<ul style="list-style-type: none"> <li>Move the Year 6 swimming slot to the Autumn Term. This will free up time in the Summer Term 2019 to provide intervention for those who may not be meeting the standard come December 2018.</li> </ul>



<p>Health and Nutrition Workshops for all classes to be delivered during 'Health and Fitness Week' (Summer Term)</p>	<ul style="list-style-type: none"> <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'</li> </ul>	<p>£500</p>	<ul style="list-style-type: none"> <li>• Each workshop was differentiated to each year group and included a task for children to complete as evidence of their learning</li> <li>• Workshops were combined with physical activity sessions to provide children with the opportunity to improve their physical literacy and experience a new activity – Quidditch.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning is sustainable for the children long-term. An education to last beyond their time at St Gregory's</li> </ul>
<p>Outdoor and Adventurous activities to be invested in</p>	<ul style="list-style-type: none"> <li>• Research providers who map the school environment and provide materials for orienteering</li> <li>• Look for organisations who promote teamwork and differentiation across the school</li> </ul>	<p>£1500</p>	<p>Trials have shown that this initiative has the full potential to:</p> <ul style="list-style-type: none"> <li>• Increase cross-curricular opportunities were increased with geography and mathematics</li> <li>• Team-building exercises will be a positive for group cohesion and collaboration across various areas of problem solving</li> <li>• Confidence in some areas of PE will be strengthened through independency making full use of the space around the school environment (with little adult support)</li> </ul>	<p>This needs to be embedded into the curriculum once building work is complete and then monitored over the 2018/2019 academic year to realise full impact</p>

Key indicator 5: Increased participation in competitive 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:
<u>Level 2 competitions</u> Fit4schools sports day MAC Sports Day Swimming Gala x2 Dance Comp Football League Tag Rugby Cross Country	<ul style="list-style-type: none"> <li>Key Stage 2 children - G&amp;T and a spread of boys and girls to be entered into spectated races and events at MAC sports event</li> <li>High scorers on the fitness program to attend F4S sports day</li> <li>Increase competition element of the curriculum and also build upon the Level 1 competition structures being implemented in school</li> </ul>	£2000  (MAC Sports Day majority cost)	<ul style="list-style-type: none"> <li>A greater interest is shown in after-school provision of archery, dodgeball and basketball</li> <li>Children have competed, experienced new events and experienced success in all competitions</li> <li>After school attendance from both Key Stages has continued to be strong</li> <li>Representation from school in level 2 competition (2017-2018). Children who took part in level 2 competition:                Y3: 18% - Tag Rugby                Y4: 24% - Cross Country                Y5: 21% - fewer football and swimming than Y6; and dance                Y6: 57% - football, swimming and dance</li> <li>Girls swimming team came 3<sup>rd</sup> overall amongst Black Country Schools</li> </ul>	<ul style="list-style-type: none"> <li>Develop competition across the MAC schools</li> <li>Ensure a wide range of competitions are on offer to take the interest of KS1 and KS2</li> <li>Negotiate release time for staff so that children can attend more competitions</li> <li>Develop after-school provision in-line with new providers. Reinstate the arts / dance</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 style="list-style-type: none"> <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>	£150	<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>Manage travel and competition opportunities as an academy to reduce costs and increase participation.</li> </ul>