**Primary PE and Sport Premium 2019/20**

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.

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| Key achievements to 2018/19: | Areas for further improvement and baseline evidence of need: |
| As in 2017/18 the funding was used in 2018/19 to provide a wider range of experience for the children.  We have well established additional afterschool sports clubs that are offered on a no fee basis for our Ks1 and Ks2 children.  This has included Archery, Fencing, Golf , Frisbee, summer sports  All children took part in a dance module led over a term by a local dance teacher, this was also CPD for staff to observe good quality dance lessons. It was further backed up by an afterschool dance club for both Ks1 and Ks2. Performances by Y3 and Y4 in the Autumn term of 2019 showed a good quality performances and can be seen as evidence of the continued provision offered.  We used Premier Sport to provide the school with a baseline for all our children in November.  We used Youth Sport’s Active Literacy with all teachers being trained to deliver it. Learning walks and drop in sessions has shown this being used, for example Y2 have used activity in learning spellings and staff are more aware of the requirement to build in active breaks in learning. This has moved into other subjects, for example Y4 use activity to support times tables learning.  In the summer of 2019 all the Y4 children undertook a day of adventurous outdoor activity at a local centre.  We also part fund a PE teacher across DASP to provide quality PE lessons and run inter and intra school sport competitions which many of our children have taken part in. Football, multi skills, basketball, rugby, athletics, orienteering. This has provided staff with CPD and lesson plans they are able to use. It also provides our children the opportunity to take part in competitive sport at an appropriate level  We continue a regular ‘Daily Mile’ that all children take part in every day, this is a 10minute run over 5 courses we have set up. Classes currently average between 22 -25 miles a day. It was noticeable that the quality of the KS2 long distance running race at sports day was of much higher quality than in previous years.  This has helped us towards our target of 30 minutes of activity for all children.  Money was allocated to the school council to support lunchtime activity by purchasing equipment. This involved the children in discussing what the classmates wanted to do, researching and budgeting. The children have a good range of equipment. | We are working with the Dorset landscapes to provide a walk and talk reflection trail.  The LGB have identified that the provision of after school clubs is a key part of our additional sports offer. By offering at no cost to parents we are able to ensure that there are no financial barriers to it. As the future of Sports Funding is uncertain we have therefore decided to retain some of the funds to ensure that we can provide a similar offer to our children for as long as possible |

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| Meeting national curriculum requirements for swimming and water safety |
| Currently our Y4 pupils do not swim in school time due to access to a pool. However, when they transfer to the Middle School they have access to swimming lessons using their own pool. |

**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.

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| **Academic Year:** 2019/20 | **Total fund allocated:** £17170 + £5718 unallocated from 2018/19 | **Date Updated: 8.11.19** | |  |
| **Key indicator 1:** The engagement of all 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: |
| % |
| School focus with clarity on intended **impact on pupils**: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| We aim to increase physical activity to meet the 30 mins a day recommended  We have implemented the ‘Daily Mile’ which means all children run for 10 mins a day.  Promote lunchtime activity | Premier Sport to undertake a baseline fitness assessment and an end of year assessment of all children  School Council provided with budget for play equipment | £550  £750 | This will provide data on effectiveness of the Daily Mile on the children’s health | Involvement of the school council to use the £750 budget to develop active playtimes. |
| **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: |
| PE display is in the hall  Children certificates for participating in DASP inter school sports events are presented in Friday’s Celebration assembly and photos are put on the school website.  The school collects Ks2 Sports Day records – children that break a school record are celebrated in Friday assembly.  HT shares the sport he plays with the children in assembly – asks for a show of hands of children who have taken part in activity.  Sporting figures are often used as role models in assemblies – both able bodied and Paralympians  The School Council organise ‘Sports Relief’ activity.  DASP PE teacher is a positive role model for PE. And the provision of tournaments and festivals for each year group  St Mary’s Middle School Y7&8 Sports Leaders support intra and inter sports events – they act as excellent role models and many children aspire to being a sports leader as a result  Dance teacher promotes positive engagement for all the children in dance as a physical activity  Premier Sport coaches run a range of afterschool activity; fencing, archery etc that the children wouldn’t normally have access to.  Provision of Dance Club for KS1 using local dance school teacher  Afterschool Netball Club provision | Maintain participation in sport events run by DASP  Sustain the role of DASP PE teacher to help promote PE and maintain the sports leadership programme  Children to perform dances in assembly  Set up and facilitate clubs/activities for the children to undertake  Identify dance teacher to lead and set up club  TA to lead  Join Bee Netball (England Netball scheme) | £2500  £900  £3800  £600  £472  £140 | Children enjoy representing the school and take part positively  all classes have opportunity to take part in sports events – they are run for a range of abilities  The children have opportunity to take part in tournament and festival sport. They have experience of competitive sport.  Staff are able to lead and teach units of work having worked with the DASP Sport Teacher  The quality of children’s performance increases overtime.  Staff are able to identify the features of good dance teaching  Children are able to access a range of sports | Commit funds for DASP PE teacher and to using external dance teachers  Sustain funds for Dance  Sustain funds for Premier Sport to run the range of lunchtime and afterschool clubs currently offered |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | |  |
| School focus with clarity on intended  **impact on pupils**: | Actions to achieve: | Funding  allocated: | Evidence and impact: | Sustainability and suggested  next steps: |
| Ensuring that the staff are able to observe good quality PE and Dance lessons to support CPD | Part funding of DASP PE teacher to provide 1 afternoon of PE teaching for KS1 and 2 with targeted staff. The lesson plans are made available to all staff. Team teaching.  Funding of a dance teacher in the Spring term to deliver dance across Ks1 and 2. YR in the summer term | Cost previously reported  Cost previously reported | Staff are using lesson plans for PE module. Children observed as having good engagement in PE. Staff more confident in delivering PE and dance. | Lesson plans available in school with resource cards to explain the activities and skills needed.  Increase element of team teaching with the PE and Dance teachers acting as mentors to staff. |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | |  |
| School focus with clarity on intended  **impact on pupils:** | Actions to achieve: | Funding  allocated: | Evidence and impact: | Sustainability and suggested  next steps: |
| DASP PE teacher to cover activity that the classteacher is less confident to deliver ensuring that the PE curriculum is varied.  Dance teacher to incorporate a range of dance – expressive dance, street dance, ballroom  Premier sport offer activity not normally offered by school staff – fencing, archery etc  Use of PGL Outdoor Education Centre to provide adventurous activity for all Y4 children free of charge.  To develop a walk and talk reflection area | Maintaining the funding allocation for DASP PE teacher, dance teacher and Premier Sport  Grant bud made to Dorset Health for £10 000  £5000 of OLL funds to establish the area | Cost previously reported  Cost previously reported  Cost previously reported  £1790  £5000 | Staff who have worked with the DASP PE teacher are able to use plans provided to deliver PE independently  Quality of children’s dance lesson is raised in terms of dance challenge. Staff see high expectations for dance  All children have access to a range of extra curricular sports.  All children experience adventurous activity  Team building skills developed  Open Mindset to challenge  Children who prefer quieter playtime experiences are catered for in ways that doesn’t promote sedentary behaviours | DASP PE teacher to observe staff delivering PE to ensure that PE remains well taught |
| **Key indicator 5:** Supporting pupil wellbeing and emotional health | | | |  |
| School focus with clarity on intended  **impact on pupils:** | Actions to achieve: | Funding  allocated: | Evidence and impact: | Sustainability and suggested  next steps: |
| To deliver Trick Box to all pupils as a programme of study to equip all pupils with a greater ability to manage their feelings and emotions positively  To deliver parent workshops on Trick Box, this will enable parents to better support their children as well as provide strategies for adult well being  To improve the ELSA room to ensure that it is room that is conducive to supporting the children’s needs | Purchase of teaching material and access to training resources.  Staff meeting time to deliver training and support staff in teaching the scheme  Identify staff to undertake facilitator training and deliver workshops to parents in the spring term  Redecorate the room  Furnish the room  Replace solid doors with glazed doors | £3200 (including all resources for parent workshops  £1000 | Children will discuss and use the ‘tricks’ within the scheme  Parent workshops are well attended with positive feedback | Funds to be used to purchase parent workshop materials and pupil resources in the future |
| **Key indicator 6:** Increased participation in competitive sport | | | |  |
| School focus with clarity on intended  **impact on pupils**: | Actions to achieve: | Funding  allocated: | Evidence and impact: | Sustainability and suggested  next steps: |
| Maintain the recent addition to sports day of the more formal events to the KS2 afternoon where individual 1st, 2nd and 3rd places are awarded and winners scores or distances are recorded for the school records.  Ensure that staff are made available to take the children to the DASP sports festivals and competitions | Access the DASP PE teacher and Y7/8 Sports Leaders to run the events  Maintenance of DASP PE teacher funding and time given to them to organize events |  | All children take part in Sports Day  All KS1 and YR children take part in DASP Multiskills  Over 50% of KS2 children take part in DASP sports events over a year, by the end of Y4 all children will have taken part in an event | Football club to arrange additional matches with local schools |
|  | Total Spend | £20702 |  |  |