# St Mary’s CE PE & Sports Premium 2019-2020

PE and School Sport Funding

The government is determined to secure a significant and lasting legacy from the very successful 2012 Olympic and Paralympic Games that were held in London. In order to achieve this and improve the provision of PE and sport in primary schools, additional funding of £150 million per annum has been made available for the academic years up until 2020.

PE and Sport Premium funding has been provided jointly by the Department for Education, the Department for Health and Culture and the Department for Media and Sport. It has been allocated to primary school Headteachers and is ring-fenced to be spent on the provision of PE and sport in schools.

The Government believes that Headteachers and school leaders should decide how to use the funding for PE and Sports in school. They are held accountable for the decisions they make through:

* The performance outcomes of all pupils compared with their peers
* The Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular in those areas where specific funding has been provided
* The reports that schools are required to publish online for Parents

# Purpose of Funding

At St Mary’s Primary School, we believe that sport plays an ever increasingly important role in our children’s health, well being and a crucial role contributing to the health and mental well-being of our children. We also believe that sporting excellence and participation go hand in hand with academic standards.

We have used the Sport Funding to purchase membership of the local sports federation which alongside our own school actions has enabled us to strengthen and improve our provision in the following ways:

* + To employ a PE coordinator who will teach PE and work alongside our teaching staff when teaching PE. This enables them to plan and deliver a scheme of sports and devise clubs that progressively develop our children
  + To support and engage the least active children through new/additional sports and health clubs.
  + To attend sport competitions and increase pupils’ participation in school games.
  + To buy quality assured professional development modules /materials for PE and sport.
  + To provide places for pupils on after school and lunchtime sports clubs.
  + To provide quality sportswear for all the pupils participating in competitive sports.

# PE Curriculum

At St Mary’s Primary School we ensure a wide range of activities are delivered in school which aims to engage and inspire all children. We are also committed to ensure that all children receive high quality well-planned PE lessons and opportunities.

Over the year each child will participate in various games in line with the scheme of work. Opportunities are also planned for swimming in Year 4.

# The Wider Curriculum

PE and sport has a high profile in our school and permeates many aspects of school life.

We also offer extra opportunities for sporting activities after school through our extra-curricular program and at lunchtimes.

During our residential visits, children are given opportunity to participate in many different activities which may include orienteering, climbing and assault courses.

Other agencies are used to enhance the variety of activities available and we take full advantage when these opportunities become available. The school is keen to provide a wide range of extra-curricular clubs for children throughout the year which are organised by our teaching staff and/or sports coaches.

Children enjoy the opportunity to work with different teachers and have the chance to try many sports such as tennis, football, badminton, Hockey, cricket, rounders, cross country, benchball, tag rugby, gymnastics and athletics.

We also subscribe to the Waltham Forest Schools’ Sports Network which allows us to compete in a variety of sporting events across the key stages.

# Commitment

St Mary’s’ Primary School is committed to providing an increasing range of opportunities for children to participate in high quality sports games and PE activities on an ongoing basis.





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 date: | Areas for further improvement and baseline evidence of need: |
| * Achievement of Bronze Games Mark * Increased participation in competitive games and activities across both Key Stages, within the borough and with local schools * Range of clubs provided before school, lunchtime and after school * Sports Leader Ambassador conference and Sports Leaders in school * Minimum of 2 hours of PE each week (indoor & outdoor) | * Roll out a revised PE curriculum ensuring good coverage of all elements of PE supported by new resource. * Ensuring the PE vision is embedded into daily practice and that children are aware of the importance of staying healthy. * Inspire and enthuse children’s attitudes to PE and to monitor the impact that this has on their outcomes for behaviour and academic levels. * Introduce further new sports and activities to gain increased pupil participation across both genders. * Increase numbers of swimmers that are confident and competent in the range of strokes. * Expose children to a variety of sporting activities, developing passions for new and current sports that the children play. * Achievement of Silver and Gold Games award. |

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| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below: |
| What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 meters when they left your primary school at the end of last academic year? | 85% (72% 2017 National mean) |
| What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year? | 70% (56% 2017 national mean) |
| What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year? | 50% (34% 2017 National Mean) |
| 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?  Created by: Supported by: | No |



**Action Plan and Budget Tracking**

evidence of impact that you intend to measure to evaluate for students today and for the future.

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| **Academic Year:**2019/2020 | | **Total fund allocated:**  £24,874 though St Mary’s total spend on PE & Sport is £47,200 (190%); the %s of the total allocation expressed below are a % of this  higher figure. | **Date Updated: July 2020** | |  |
| **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: |
| 28% |
| School focus with clarity on intended **impact on pupils**: | Actions to achieve: | | Funding allocated:  £7,000 | Evidence and impact: | Sustainability and suggested next steps: |
| All the pupils know that being physically active is essential to good wider health and are knowledgeable about how to safeguard their physical health. | Before school Big Runs around the playground are planned ahead of the school bell – this is to engage pupils and parents in a fun, communal activity that throws a light on mass participation sporting activities. | | n/a | Clubs:  Our PE specialist has trained MDAs to lead a range of sports activities during lunch. SLT are on daily lunch duty to support games and play for KS1 and KS2. Our PE specialist works with specific pupils on improving their competitive playing skills. The impact has been positive as pupils have improved their competitive play, their skills and their tactical knowhow on how to be effective as a team.  After school sport clubs, led by external and internal staff, have been very well attended with multi-sport, martial arts and archery being the most popular. | Next steps 2020-21:  Apply for the healthy school gold award  Work closely with our caterers to develop healthy eating and cooking sessions for our most vulnerable pupils.  Apply for the gold travel award and actively promote pupils, parents and staff to walk, scooter or cycle to work.  Further encourage pupils to engage in the ‘walk a mile’ initiative and challenge them to walk or run faster in order to build stamina and fitness.  Continue to review and upgrade our PE and playground equipment to enable all children to be active in school.  Give guidance through letters and workshops about healthy eating and active lifestyles – home learning projects, newsletters.  Work closely with our caterers to develop healthy eating and cooking sessions for our most vulnerable pupils.    Continue to offer free swimming sessions to some of our year groups. |
|  | Clubs run continuously throughout the year, including the following:  - *cricket / netball / athletics / football / dance / archery basketball / karate* | | £6,500 external qualified coaches. | Registers show a further increase in popularity of the sports clubs in particular with more children than ever signing up for a sports club. Some clubs were oversubscribed. Children who were not offered a place, were rolled over into the next term. This mean that every pupil had the chance to engage with their preferred sport. The increased attendance and interest in clubs has meant that our pupils are more knowledge able about playing competitively, fitter during the day and focused during lesson time. |  |
|  | London Healthy Schools Silver award action plan formulated | | Healthy Schools leader release | Healthy School:  The school received the Healthy Eating bronze award in the autumn term. With the work completed during 2019-20, we are confident we will receive the silver award in SEPT 2020. |  |

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|  | and followed across the school. | | time £500 |  |  |
|  |  | | Total £7000 |  |  |
| **Key indicator 2:**Theprofile of PE and sport being raised across the school as a tool for whole school improvement | | | | | Percentage of total allocation: |
| 72% |
| School focus with clarity on intended **impact on pupils**: | | Actions to achieve: | Funding allocated: £5,500 | Evidence and impact: | Sustainability and suggested next steps: |
| To ensure that sport plays its part in the implementation of the updated curriculum. Ensure that it can aid the engagement of children as well as support the school values. | | Entry into a wide range of competitions across the key stages, including cross- federation competitions.  Organised by staff that run clubs/PE coordinator. | Through WFSSN Membership cost  £1,500  Learning mentor £10,000 | Journalism:  A small group of KS2 pupils signed up for our school reporters after school club led a by one of our teachers. Students learnt how to write recounts and report events factually. For example, in one of their published reports, they wrote about the sports relied events where teachers played against students in the playground. Writing and publishing work around physical health has indirectly promoted pupils to choose active options during school and after school hours with more children joining sports clubs, engaging in games during lunch and enjoying the PE sessions.  Newsletter:  Newsletters report achievements and photos of events held. Children feel a sense of pride when their achievements are reported to such large audience and it proves to them that sport participation and playing competitively is highly valued at St. Mary’s. We have seen that more children want to join our after school sports clubs and pupils are signing up for a variety of out of school sports. On top of celebrating sporting achievements in our newsletter, assemblies celebrate them as well on a weekly basis for which parents are invited. | Next steps 2020-21  Recognise and celebrate all sporting achievements in class and whole school assemblies (progress trophies) and send postcards to parents to share progress made.  Create a sense of pride in the children’s behaviour, achievements and success by actively recognising, celebrating and promoting positive learning choices. This will be achieved through staff CPD, sending post cards home, purchasing trophies to celebrate progress, giving children cards which they can hand in for a free book and continuing with our green points scheme.  Upgrade the playground (see point one)  To continue the lunchtime support put in place (SEN lead, learning mentor, SLT and PE specialist) to develop excellence in sports and competitive sports.  Signed up and partake in intra and inter sports competitions. |
|  | | Make use of the newsletter, websites and assemblies to share sporting achievements in and out of school. |  | Learning mentor:  The pastoral care leader support vulnerable and less confident pupils in playing games during lunch time. He works with small groups of pupils to teach them how to work as a team, how to follow rules and how to share equipment. This practice has been very successful with less confident pupils actively seeking out to join her classes and sessions. Confidence has been boosted and many of the children who started out in her group now play positively with their peers in a range of games. |  |
|  | | Use Sports Leaders at lunchtimes to facilitate play with the younger children. | CPOMS £2400 | Behaviour and learning attitude:  CPOM records show that pupils are behaving better in and around school as the year progressed. Less incidents were recorded as a consequence of lunch time disputes. This comes as a direct result of SLT playing with children on a daily basis, the learning mentor working with our vulnerable pupils and the PE specialist teaching pupils how to play expertly by following the rules.  During lunchtime, some of our more challenging pupils have been taught by our PE specialist and lunch time supervisor to referee matches. This has enabled them to listen to points of view and referee fairly according to match rules. In turn, this has helped them to play positively themselves and recognise that loss is integral to playing sporting activities.  Children are beginning to take pride in their learning and achievements as reflected in improved behaviour choices. Ofsted mentioned that pupils help each other in lessons, that they solve problems together and that they behave well around the school. |  |
| Identify where behaviour and mental health can be helped with sports activity. | | Children targeted and encouraged to use sports and games to improve behaviour and attitude towards learning. | £4,000 specialist sports coach/ behaviour mentor works 2 lunchtimes per week. | Curriculum review:  Leaders have reviewed the curriculum with the aim to promote an active and healthy lifestyle in a range of different subjects ranging from outdoor science investigations to collective worship values to discussions in PSHE around how to look after our mental and physical wellbeing. As a consequence, children can confidently talk about the choices they make when it comes to food (in particular lunch) and they know what a balanced diet is. More children are impressed with the lunch offer and pupils choose healthy options with their parents. In lessons, pupils have gained knowledge about the science behind living healthily and making active life style choices. This has been observed in lesson observations, book looks, learning walks and pupil voice. |  |
|  | |  | Total cost  £17,900 |  |  |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| 16% |
| Schoolfocuswithclarityonintended  **impact on pupils**: | Actions to achieve: | Funding allocated: £500 | Evidence and impact: | Sustainability and suggested  next steps: |
| To improve teacher confidence when teaching PE. | Revised PE scheme of work makes the teaching of PE clear and provides effective examples of what the lessons would look like in practice.  Well-structured lessons taught following modelling of PE lessons by experienced staff. PE lead to lead an inset on teaching PE effectively (during assemblies or on Monday after school) | Cover time to implement the new PE scheme:  £500  n/a | PE specialist:  Our PE specialist has led regular sessions for every class. Lesson observations, learning walks and pupil voice show that challenge and progression have been added to lessons. The coach has particularly focussed on those pupils who perhaps lack confidence in PE and boosted their esteem through differentiation, modelling and positive reinforcements. Skills, knowledge, fitness levels and engagement have all improved because of the high quality lessons. During the lockdown, the specialist created twice weekly fitness videos for pupils, parents and staff which were popular and greatly appreciated.  CPD:  Our PE specialist has led model lessons and CPD for teachers. Teachers are more knowledgeable how to create progression within a lesson and how to use PE resources effectively so all pupils are kept active throughout the lesson. Through CPD and model lessons, staff know how to use the PE Sports website, how to use the lesson plans and how to execute them effectively. Staff regularly ask for advice before a session to ensure all children are challenged appropriately. |  |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| 45% |
| Schoolfocuswithclarityonintended  **impact on pupils:** | Actions to achieve: | Funding  allocated:  £11,500 | Evidence and impact: | Sustainability and suggested  next steps: |
| To provide a broad curriculum offer and extra-curricular activities so children have the opportunity to find a sport they are both successful in and enjoy.  Opportunity to try new sports as well as work on prior sports that they have shown an interest. This will result in children gaining a sense of belonging when playing as part of a team and produce healthy active children. | Provide a wide range of extra- curricular clubs to allow children to have a variety of experiences. (see above)  Links made with Leyton Orient to lead various sports activities at their base and in school. | see above  “” | Registers have shown a sharp increase with the addition of sports that have limited coverage in the curriculum e.g. karate.  Links with a local professional football club are forged for the benefit of al parties. | This is the more expensive of the 5 areas for sports premium and sustainability could be aided by requesting higher parental contributions in the medium term, though at present we are able to use sports premium to make the trips affordable for all.  A potential next step might be |

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| Supported by  Additionally, we aim to develop childrens’ swimming skills to allow them to meet the minimum  curriculum requirement of swimming 25m by the end of KS2. | Range of sports and games covered during PE lessons, including more dance and gymnastics lessons. |  | Many children, when asked, have said they joined the club as ‘they wanted to try something new’ or ‘it sounds like a fun game’. This has allowed the children to experience a sport that they would have otherwise ignored. |  |
|  | Additional swimming provision provided to allow Y4 classes to swim in intensive 2-week burst. | £2,000  Extra swimming sessions for children in Y4 to get them more engaged with swimming. | Swimming  Unaided 25m swimming rises to 90% of Y6. Almost all children can complete this minimum requirement at the end of KS2. | . |
|  | Y1 Taster day session at Gilwell Park to include: ice-skating, rock climbing, orienteering, rock- climbing, tomahawk throwing, and high ropes. | £1,500  subsidising coach and venue costs for year group trip | NQTs:  Our NQTs have benefitted from working with our PE specialist by discussing lessons beforehand with her and ensuring all the resources are prepared before the session starts. Consequently, NQTs are well prepared when taking PE lessons and children learn new skills and knowledge within a unit of learning.  NQTs have also benefitted from attending a whole day PE CPD in our NQT programme. An expert PE teacher analysed a unit of learning with them and modelled through practice how to lead an outstanding lesson. These sessions in particular have boosted confidence levels for our newly qualified. |  |
|  | Each year group does a sports premium visit each term, including the following: |  |  |  |
| Created by: | * Rock Climbing (Ilford) * Rugby match visit * Ice Skating * Velodrome * Dry slope skiing * Horse riding * Orienteering * Visit to Wasps Rugby Club | Total cost  £4000 |  |  |





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| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation: |
| 4% |
| School focus with clarity on intended  **impact on pupils**: | Actions to achieve: | Funding  allocated:  £800 | Evidence and impact: | Sustainability and suggested  next steps: |
| Competitive situations enable children to develop their physical and social skills. They will learn how to win, lose and develop a sense of pride when representing their school or house. | Membership of the Waltham Forest School Sports Network (WFSSN)  Intra -school competition between houses in the summer term.  Inter-school friendly competitions. | (Already costed above)  £500 cost of covering release of staff | Increased attendance at School Games events compared to that of last year.  More children participating and competing for the school in intra- and inter-school sport. | This is sustainable financially though it is sometimes reliant on other schools being able to engage in competitive sports activity, so our efforts to engage with other local schools must continue, so that travel time and costs remain low for inter-school competitive sport. |
|  | Whole school sports day (representing their houses) |  |  |
|  | More inter-Fed sports competitions taking place at the end of the school day. | Travel costs  £300 |  |
|  |  | Total cost  £800 |  |  |

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| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation: 70% | | | | |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding  allocated:  £11,500 | Evidence and impact: | Sustainability and suggested next steps: |
| To provide a broad curriculum offer and extra-curricular activities so children have the opportunity to find a sport they are both successful in and enjoy.  Opportunity to try new sports as well as work on prior sports that they have shown an interest. This will result in children gaining a sense of belonging when playing as part of a team and produce healthy active children.  Additionally, we aim to develop children’s ‘swimming skills to allow them to meet the minimum curriculum requirement of swimming 25m by the end of KS2. | Provide a wide range of extracurricular clubs to allow children to have a variety of experiences. (see above)  Links made with Leyton Orient to lead various sports activities at their base and in school.  Range of sports and games covered during PE lessons, including more dance and gymnastics lessons.  Additional swimming provision provided to allow Y4 classes to swim in intensive 2-week burst. | £8,000 Swimming sessions for children in Y3  £1,500 subsidising coach and venue costs for year group trip  £8,000 subsidising sports premium trips/activities  Total cost:  £17,500 | Sports premium trips:  Year 3 visited Leyton Orient to learn about football and practise footballing skills with a professional coach. Pupils were incredibly positive about the trip and some mentioned they will visit Leyton Orient football club again with relatives.  Year 4 visited Go Ape which many pupils told us was their favourite trip. Children learnt tactical skills to plan their route and technical skills to manoeuvre around obstacles. Children wrote recounts about the trip and the quality of the writing was high as all children had experienced the trip (first hand account).  Following success at Gilwell Park, activities linked to topics/curriculum to introduce new activities. Additional sports equipment has been bought such as table tennis, tennis, hockey, basketball and cricket to ensure a variety of games can be covered.  The sports coach and teachers to teach hockey, basketball, tag rugby, football, rounders, cricket and tennis throughout the year.  Swimming:  Year 3 classes have had intense swimming courses over a three-week period of time. Children are confident to take to the water at an earlier stage in their life. A significant amount of children in Year 3 have learnt how to swim 25 meters in the pool. The number of children able to complete 25m unaided has increased as the school year has progressed which will aid our efforts to ensure all children can complete this minimum requirement by the end of KS2. |  |
| Total Sports premium spend | | | | £47,200 |