

## Primary PE and Sports Premium Funding Report 2019-2020 – Withinfields Primary School

Schools must use this funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. Considering the 5 key indicators from DfE, Withinfields has identified what development needs are a priority for our setting and our students. At the beginning of the year, we identify how we intend to allocate our annual spend against the 5 key indicators. In this ongoing plan, we then collate evidence of impact and our next steps for future plans.

| Key achievements to date:  | Areas for further improvement and baseline evidence of need:  |
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| <p>Introduction of REAL PE resources to improve the quality of teaching, learning and assessment during PE sessions</p> <p>Increased participation in local competitions through engagement with a number of secondary schools and other organisations</p> <p>Range of sports available through after school clubs has increased and range of ages that these are offered to also extended</p> <p>1k a day introduced across school (shorter for Nursery) and maintained without further ongoing cost</p> <p>Half termly intra-school sports competitions take place and are popular with the children</p> <p>Children engage well with sports and physical activities at lunchtime led by Y5 sports leaders or Sports TAs</p> <p>Succession to regional sports finals occurs particularly in cross-country and tennis and first place in KS1 Sports Festival of Schools has been achieved 3 years running now</p> | <p>Continue participation in competitions, target children with particular talent for specific competitions while also widening the participation so that more children are able to represent the school</p> <p>Numbers attending clubs after school need further enhancement to make them more cost effective and wider range of sports to be offered</p> <p>Celebrate the outcomes of the intra-school sports competitions more widely each half term with development of clan leader role</p> <p>Develop activities at playtimes to replicate the success of lunchtime activities</p> <p>Continue to train year groups who haven't had emergency first aid training</p> <p>Develop staff expertise and experience of accurate assessment within PE lessons</p> |

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| Meeting national curriculum requirements for swimming and water safety  | Please complete all of the below:                              |
| <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 children may swim in another year please report on their attainment on leaving primary school.</p> | TBC when information received from Calderdale Swimming manager |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>  | TBC when information received from Calderdale Swimming manager |

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| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>   | <p>TBC when information received from Calderdale Swimming manager</p> |
| <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</p>   |

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| <b>Academic Year:</b> 2019/20   | <b>Total fund allocated:</b> £19050<br>(TBC)   | <b>Date Updated:</b> Review at October 2020   |   |   |
| <b>Key indicator 1:</b> 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:<br>47%  |
| School focus:   | Actions to achieve:  | Funding allocated:  | Evidence and impact:  | Sustainability and suggested next steps:  |
| Continue to increase activity of children during lunchtime period and develop similar activities at playtime  | Develop timetable of activities available on different days led by different staff/leaders through consultation with the sports leaders and school council<br>Determine games and activities that can be set up at playtime and remain set up for lunchtime<br>Set up staff timetables to ensure that the Sports TAs are outside at playtime<br>Change activities as they become unpopular<br>Train Y5 Sports leaders to lead activities and role model games<br>Encourage engagement of children who do not participate | £8900 – 3 staff available for 1 hour every day for lunchtime period and 15 minutes at playtimes | Through playground observations up to March 2020, it has been witnessed that most children are engaged in either self-organised or supervised activity. Some children who do not participate when observed have additional needs which mean that they prefer to have time on their own during playtimes, e.g. due to ASD, rather than joining in with activities. | Continue to develop resources to ensure that sufficient are available for playground use and are easily stored to allow safe and simple access. |
| <b>Key indicator 2:</b> The profile of Physical Education, School Sports and Physical Activity being raised across the school as a tool for whole school improvement  |  |   |   | Percentage of total allocation:<br>6%   |
| School focus:   | Actions to achieve:  | Funding allocated:  | Evidence and impact:  | Sustainability and suggested next steps:  |

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| <p>Positively promote PESSPA within school assemblies, newsletters, through development of Sports Leaders and Clan Leaders roles and through School Council involvement</p> | <p>Sports TAs, Subject leaders and Senior Leaders to promote participation of clubs in assembly and through discussions with children<br/> Y5 sports leaders from 2018-2019 to train new Y5 sports leaders<br/> Y5 sports leaders to work with School Council and Sports TAs to develop timetable of sports clubs which are popular with the wider pupil population<br/> Widen the participation of pupils in competitions by ensuring the different children represent the school at different events<br/> Introduce clan leaders to promote the intra-school sports competitions and develop the role of the Y5 sports leaders to promote PESSPA in school</p> | <p>£500 to release staff over the course of the year to engage in activities relating to induction of sports leaders, promoting clubs etc.<br/> Administration of clubs funded by parent contributions</p> | <p>Children who were chosen as sports leaders were keen and enthusiastic. SEN children who did not necessarily take part in the activities were happy to support the running of the activities e.g. a child with SEMH difficulties.</p>  | <p>Once COVID restrictions are reduced, re-establish the provision in the playground using sports leaders and start participation in clubs and competitions.</p> |
| <p>Monitor regularity of all children having their PE kit in school or having access to kit</p>   | <p>Maintain text message system to let parents know when their child does not have correct kit in school<br/> Maintain kit for Pupil Premium children to participate in PE if they do not have kit.</p>  | <p>£50 for text messages<br/> PE kit to be purchased using Pupil premium funding</p>   | <p>PE kit in school for PP children increased participation of this group within PE lessons as they only missed sessions if they were injured.<br/> Teachers reported an improvement in terms of the regularity that children had kit in school when parents were informed..</p> | <p>Replenish PE kit and extend to include spare for any child.</p>   |

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| Improve children's understanding of first aid particularly emergency first aid  | Deliver Flat Stan training to Y4 and Y6 children in Summer  | £500  | Did not take place due to COVID lockdown – to be carried forward to next plan.   |  |
| <b>Key indicator 3:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport                              |   |   |  | Percentage of total allocation:  |
|   |   |   |  | 13%  |
| School focus:   | Actions to achieve:   | Funding allocated:  | Evidence and impact:   | Sustainability and suggested next steps:   |
| Develop expertise of staff in assessing children's skills and progress through REAL PE  | Staff meeting to review systems in place and to share good practice<br>Joint observations to develop practice and evaluate quality of provision                                     | £1000 – release of subject leaders, training costs and release cover for training       | Subject leaders attended PE subject leaders events run by the Local Authority. Subject leaders observed aspects of PE using video recording of parts of lessons. Advice provided to staff and promoted discussion between staff. | Continue to develop expertise particularly for NQT and RQTs.   |
| Development of PESSPA leaders skills and knowledge to further enhance provision for the whole school through networking opportunities | Termly meeting of PESSPA leaders and SLT to support strategic planning and review<br>Training and networking with other schools to enhance provision through exposure to new ideas. | £1500 – release of subject leaders to attend meetings and networking and training costs |  | Development back of materials to support remote education should it need to be instigated for bubbles or whole school. |
| <b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils                                  |   |   |  | Percentage of total allocation:  |
|   |   |   |  | 16%  |
| School focus:   | Actions to achieve:   | Funding allocated:  | Evidence and impact:   | Sustainability and suggested next steps:   |

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| Continue to introduce further new sports through intra-school sports competitions            | Determine a sport for each half term for the competition.<br>Classes to be taught the skills and rules of the game prior to the competition<br>One club each half term to be either the intra-school sport for that half term to give opportunity for children to practice skills or a previous intra-school sport where children have enjoyed it and wish to continue to develop skills      | £300 for additional resources when needed and release time for Sports TAs to prepare resources each half term<br>£900 to run an associated club | Clubs took place in Autumn term but were then stopped during darker nights. Did not start again due to Covid-19. Staff hours contracted and therefore money was allocated. | Continue into 20-21                      |
| Offer sports clubs after school for different age groups of children which are well attended | Utilise school council to provide feedback re the types of sports clubs that they would like to be available<br>Ensure that all groups of children are offered different sports at some point throughout the year while ensuring that age appropriate children are playing together<br>Introduce sports clubs in assembly and through Sports TAs talking to individuals to promote engagement | £1800 – cost of paying staff for clubs (in addition to the club mentioned above)  | Cycling was set up to run but had to be postponed due to COVID-19. Bicycles sought ready for this.   | Continue into 20-21                      |
| <b>Key indicator 5:</b> Increased participation in competitive sport                         |   |   |  | Percentage of total allocation:<br>19%   |
| School focus:  | Actions to achieve:   | Funding allocated:  | Evidence and impact:   | Sustainability and suggested next steps: |

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| <p>Form and maintain links with other organisations to ensure participation in competitive sport e.g Brighthouse High School, Brooksbank School and Lightcliffe Academy, Calderdale Gymnastics through school sports partnerships and School Games and links with other primary schools for football fixtures etc</p> <p>Develop wider participation in terms of the children chosen to represent the school while maintaining opportunities to allow those with talent to represent the school in their best sport</p> | <p>Enter competitions to try to involve different year groups over the year</p> <p>Enter School Games competitions to aim to get through to regional and national finals</p> <p>Establish a starting point measure in terms of the percentage of children who participated in competitive inter-school sports to enable improvement in participation to be measureable</p> <p>Establish a system to identify those children with a talent for sport and their preferred sport to represent the school</p> <p>Establish a system to choose different children for different teams and sports to represent the school in competitive sport</p> | <p>£2000 – cost of release for staff to accompany the children on these activities</p> <p>£1500 transport costs to get children to events</p> <p>£100 for subscriptions to some events</p> | <p>Systems established to enable the tracking of children included in competitive sport.</p> <p>Competitive sports took place in Autumn term and first half of Spring. We had a child through to the National Cross Country event.</p> | <p>Continue into 2020-21</p> |
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