

Sports Premium Report – September 2019 to July 2020



Doing our best to achieve our best

Context:

The Department for Education have a vision that all pupils should leave primary school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy active lifestyle and lifelong participation in physical activity and sport.

To support schools with this, PE and sport premium funding is provided by the government to help primary schools improve the quality of PE and sporting activities offered to pupils. This money must be used to fund additional and sustainable improvements to its PE and sport provision, in order to encourage the development of healthy, active lifestyles. As a result it is expected that school will see an improvement against the following 5 key indicators:

1. The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. The profile of PE and sport being raised across the school as a tool for whole school improvement
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport

The following report shows how Clarendon Primary School is planning to use their sports premium allocation this academic year. The overarching aims for the following developments are:

- To support the ongoing delivery of high quality PE provision across the school through the development of available sporting facilities and ongoing staff training and development.
- To promote increased opportunities for pupil competition.
- To promote the health and well-being of all pupils through the provision of increased lunchtime activity.
- To increase pupil participation, physical skills, co-ordination and enjoyment in PE.
- To develop pupil voice and active participation in the delivery of Clarendon's sports provision.

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:
<p>Staff survey results show that 100% of staff feel more confident in teaching PE, have more ideas to use in future lessons and feel their knowledge of the skills involved in different sports have increased since beginning team teaching PE lessons with a sports coach.</p> <p>100% of staff also feel that the amount of time that children are physically active during PE lessons has increased since lessons began to be team taught with a sports coach.</p> <p>There has been a marked increase in the number and the variety of sports clubs that are being offered to children after school and these clubs have been consistently well attended. Over the course of this academic year, 13 different after school sports clubs were run and were regularly attended by a total of 195 children.</p> <p>Levels of physical activity during break and lunch times have increased substantially due to a number of different initiatives that have promoted both structured and unstructured play. General levels of activity have been increased through the investment this year in a Multi-Use Games Area (MUGA), which is used daily at break and lunch times. Every lunchtime, our sports coach runs structured sessions on the MUGA, with engagement being very high – typically around 75% of each class.</p> <p>We have also introduced PhysiFun this year, which runs four times a week during lunchtimes. PhysiFun is a fun club that aims to help motivate children to become more physically active; using simple structured activities to develop agility, coordination, balance and fitness. Over the course of this academic year, there have been 1005 separate attendances of a PhysiFun session, with many children returning to participate on a regular basis.</p> <p>PhysiFun has also given children the opportunity to actively participate in the delivery of the school’s sports provision through planning and leading daily activity sessions. This year 13 young leaders have enjoyed planning and delivering sessions to children of different age groups.</p> <p>Levels of participation in competitive sport have increased thanks to weekly inter-house competitions that have been run during lunchtimes. During the course of this academic year, attendance at inter-house competitions was 74% of all children from Years 2 to 6.</p>	<ul style="list-style-type: none"> • To develop the quality of teaching provision for gym and dance through improvements to our current teaching programmes / schemes of work. • To further develop staff’s confidence in the teaching of PE. • To further embed lunchtime activities into our whole school provision in order to sustain and further increase children’s active and physical participation in sport / physical activity. • To further develop pupil access to healthy competitive sports through the development of increased inter-house competition opportunities. • To continue to offer a wide selection of after-school activities by embedding current practice across the year. • To increase opportunities for participation in a wider range of cross school sporting events.

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? N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.	61%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	69%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	64%
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?	Not at the present time

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: 2019/20	Total fund allocated: £18,030	Date Updated: September 2019		
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: 37%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To encourage pupils to take on play leader roles to help promote sport and physical activity within the school.</p> <p>To further develop pupil access to regular physical activity at lunchtime.</p>	<ul style="list-style-type: none"> Complete the funding of the playground project. (Final costs of MUGA installation.) Fund coach to run a range of structured games within the ‘MUGA’ area each lunchtime. (This includes the organisation of inter-house competition.) Set up weekly lunch and break time timetable to ensure all KS1 and 2 classes receive a designated session in the ‘MUGA’ with the sports coach and another ‘free’ time session to organise and play their own games. Train new lunchtime play leaders / PhysiFun leaders to organise and run lunchtime activities with designated year groups. Renew lunchtime resources, (in consultation with children) to help increase pupil engagement in physical activity. Target less active pupil involvement in weekly lunchtime sports club. Continue to provide children entitled to the pupil premium funded access to an after school club. 	<p>£3,700 MUGA project</p> <p>£2,900 Lunchtime sports coach</p>	<ul style="list-style-type: none"> All pupils have access to the new MUGA area and Pirate ship aimed at increasing physical activity and more active play. A sustained number of pupils are actively participating in planned lunchtime activities on a regular basis. (<i>I.e. KS1 & 2 weekly lunch time club, PhysiFun sessions and KS2 inter house competition.</i>) Termly inter house competitions are available for all children & maintain an engagement rate of at least 80%. Training has been provided for pupil play leaders who are setting up and organising PhysiFun sessions. The range of activities on offer for children at break and lunchtimes are effectively supporting their physical activity & interactive play. When asked, children talk about being active at playtime & talk about their engagement in purposeful play. At least 85% of pupils engage in at least 1 weekly physical activity session – MUGA or PhysiFun. Observation shows less active pupils are showing increased engagement & involvement in physical lunchtime activity. 	<p>Sustainability: When the sports premium funding is no longer available or used for this project, the school games leader can continue the club supported by a lunchtime supervisor. The school will also review lunchtime cover arrangements to enable funding to be redirected into sustaining a lunchtime sports coach.</p> <p>Possible next steps: Next year, work with the children to review and extend the range of sports available for inter-house competition and the sporting provision available that will help further increase children’s access to a greater range of sporting activities.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 3%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To further develop pupil voice & involvement in the development of sporting provision at Clarendon.</p> <p>To increase opportunities for participation in a wider range of cross school sporting events.</p> <p><i>ALSO SEE key indicator 5: Increased participation in competitive sport</i></p>	<ul style="list-style-type: none"> Develop a pupil sports council, to work alongside the house captains, which will be run by the lunchtime games leader. (This group of will support the organisation of inter-house competition & sports day as well as running events such as Sports Relief.) Investigate which sports have a competitive element as part of the SST provision as well as informal competitions that could be run between ourselves and our partner schools. Sports coach to take a lead in liaising with other schools to set up cross school competition. 	£500	<ul style="list-style-type: none"> Sports council is established and actively engaging in helping to set up and run inter-house competitions. Through the sports council pupil voice is heard with developments suggested acted on, where relevant. Through the sports coach, there are new opportunities provided for cross school competition. (At least one new opportunity a term.) After school club provision is planned to support pupil participation and maximise opportunities for ‘friendly’ competition events with other partner/SST schools. 	<p>Sustainability: When the sports premium funding is no longer available or used for this project, P.E, an allocated member of staff will take responsibility for continuing organise in house team teaching opportunities</p> <p>Possible next steps: Establish a ‘sporting calendar’ with partner schools.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				56%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To further develop staff knowledge, skills & practice with the delivery of P.E teaching.</p> <p>To develop the use of summative assessment in order to track the attainment of each child's development & application of skills.</p>	<ul style="list-style-type: none"> Continue with P.E. team teaching opportunities with our professional sports coach in order to provide staff with ongoing development opportunities. (I.e. providing high quality P.E teaching alongside the delivery of ongoing professional development opportunities for staff) PE subject leader to provide termly opportunities throughout the year for staff to meet with the sports coach to discuss practice & future units of work. Provide PE subject leader & class teachers with regular opportunities to discuss & share good practice at staff meetings. PE subject leader to undertake observations with members of the SLT to review developing practice & outcomes for pupils. Alongside the sports coach, review & develop summative assessment practices used in physical education to track pupil attainment. PE subject leader to meet with a broad range of pupils to talk about their PE lessons & to ascertain their views on P.E as well as their development of specific knowledge and understanding. 	<p>£9,200 Sports coach</p> <p>£955 Sporting resources</p>	<ul style="list-style-type: none"> Progressive schemes of work are in place for all P.E teaching units. Lesson plans show a clear & progressive development of skills over each unit of learning. Teaching staff continue to actively engage in team teaching sessions with resident sports coach. Observations of P.E sessions are judged to be consistently good or better. <i>(This includes lessons that are team taught with the sports coach & sessions that are taught individually by the classteacher.)</i> Observations show the explicit teaching & practice of required skills during both the team taught lesson & the lesson delivered individually by the classteacher. All lessons are child centred & skills focused. As a result all pupils are engaged, keen to learn & improve. Observations and analysis of new summative assessments show that pupils make good or better progress both in lessons & over time. By the end of each year at least 75% of children are working within age related expectation. When questioned, pupils continue to report that PE lessons are active, fun & really challenge their development of skills. Observation & discussion with teachers/pupils show that they are active for at least 75% of lessons. 	<p>Sustainability:</p> <ul style="list-style-type: none"> P.E subject Leader to induct and support new staff in school with P.E planning & delivery. P.E subject target the use of sports coaching to those staff that would most benefit. P.E Subject Leader to continue to monitor the teaching of P.E & provide support, as appropriate, in order to ensure the quality of teaching & level of pupil attainment is maintained. <p>Possible next steps:</p> <ul style="list-style-type: none"> PE subject Leader share training opportunities available and ensure knowledge and skills learnt are cascaded back to other staff in school. When the sports premium funding is no longer available or used for this project, P.E, an allocated member of staff will organise in house team teaching opportunities based on knowledge of good practice. <i>(This could also be across partnership schools.)</i>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
<p>To develop our gym and dance provision and teaching across KS1 and 2.</p> <p>To embed increased access to extra-curricular after school sporting club opportunities for disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Purchase Val Sabin schemes of work. • To develop the quality of teaching provision for gym and dance through the development of our current teaching programmes / schemes of work. • Private providers running clubs in school continue to offer 2 free places that can be allocated on a termly basis to different pupils. • New after school sporting clubs managed by the school will also offer funded place to pupils entitled to the pupil premium. • Eligible pupils gain termly opportunities to take part in a range of after school clubs. 	<p>£400 Val Sabin</p> <p>Funded by parental contributions and pupil premium funding.</p>	<ul style="list-style-type: none"> • A new scheme of work for gym and dance provide clear progression in teaching across KS1 and 2. • Teachers are more confident in the teaching of gym and dance units, with observations showing teaching in these areas are at least 'good'. • Disadvantaged pupils access extra-curricular opportunities on a regular basis. (At least one series of sessions a year.) • Pupils talk positively about their extra-curricular sporting experiences. 	<p>Sustainability:</p> <ul style="list-style-type: none"> • School will maintain its agreement with external club providers that they offer the school access to 2 free places or fund at least 2 places in sporting club. <p>Possible next steps:</p> <ul style="list-style-type: none"> • Consider how this offer can be extended to pupil's considered 'less' physically active in an attempt to increase their interest and engage in sport.
Key indicator 5: Increased participation in competitive sport				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:
<p>To increase pupil access to ongoing opportunities to engage regularly in inter-house competition.</p>	<ul style="list-style-type: none"> • Maintain current opportunities available for lunchtime inter-house competition. • Promote the use of sports captains for each house team to support the organisation of inter-house activities. • Alongside the sports captains develop termly opportunities for inter-house 'sporting afternoons' which focus on encouraging inter-house competition across classes and year groups. (Winning team will be presented with the inter-house cup in assembly.) 	<p>£175 Spelthorne Sports Membership</p> <p>£200 Resources for inter-house competition</p>	<ul style="list-style-type: none"> • Termly inter-house competitions are available for all children with an increased number of pupils also actively participating in additional lunchtime inter-house session on a regular basis. • During afternoon sporting sessions, pupils show progress against their own personal best. • Pupils identify more readily as part of a particular house team. • When asked children talk positively about planned competitions and demonstrate good 'sportsman' skills. 	<p>Sustainability:</p> <p>When the sports premium funding is no longer available or used for this project, a member of school staff will be funded from the main school budget as a midday supervisor.</p> <p>Possible next steps:</p> <p>Review inter-house activities with the sports captains and identify how this can be further developed in the next academic year.</p>