



I will bless you with a future filled with hope – a future of success, not of suffering. – Jeremiah 29:11

Love God, Love Others – Let Your Light Shine

BLUE COAT C.E. (A) INFANT SCHOOL

Primary PE and Sports Premium Spending Report 2019 - 2020

Schools must use the funding to make **additional and sustainable** improvements to the quality of the PE and sport that they offer. This means that you should use the Primary PE and Sports Premium to:

- Develop or add to the PE and sport activities that your school already offers
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Under the Ofsted Schools Inspection Framework, Inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively governors hold them to account for this. Schools are required to publish details of how they spend this funding as well as on the impact it has on pupils' PE and sport participation.

TOTAL Anticipated Spend = £10,383 (£10,356 spent)

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 until July 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • We provide a specialist multi-skills provision which enables extra-curricular provision and wide opportunities for pupils to engage in competitions. • Excellent outdoor learning opportunities through 'Forest Schools' learning about healthy diets, mindfulness • We work in collaboration with qualified sports coaches to ensure broad CPD for staff and Lunchtime supervisors and run after school sporting clubs. • A dedicated PE & Sports Leader who champions physical exercise within the school, CPD for staff & ensures that the school is involved in campaigns such as Change for Life & Healthy Schools. • Promotion of additional exercise (30mins plus) through the walking bus. • Amend Curriculum to provide a variety of sports. 	<ul style="list-style-type: none"> • To target particular groups to promote sport for all including vulnerable pupils. • To explore links between physical activity and mental well-being as part of our ongoing commitment to mental health for pupils. • To expand our outdoor learning opportunities including 'Forest Schools' activities and learning about healthy diets and nutrition as part of our school allotments. • Review of our curriculum and competitive sport offer. • Implementation of progression maps for each year group outlining specific knowledge and skills to be delivered within each year group across KS1. • Signpost parents to further clubs and provide clubs based on parental feedback

Meeting national curriculum requirements for swimming and water safety.	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.</p>	NA%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	NA%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	NA%
<p>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?</p>	Yes/ No

Academic Year: 2019/20	Total fund allocated: £	Date Updated:		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: £745 7%
Inte nt	Implementati on		Impa ct	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Introduction to the Daily Mile to increase the children’s physical activity.	Sport Coaches and Lunchtime Supervisors encourage children to be as active as possible during their lunch breaks. Outline the mile course. Resources and incentives		Due to coronavirus, the ‘Daily Mile’ has not been implemented.	Track the number of children participating in the daily mile. Year 2 Play Buddies to be used to recruit and entice children to complete the mile. Music used to motivate children.
To be physically active for sustained periods.	Introduce ‘burst activities’ at various points during the day. Introduce activities that children can do at home via the internet. Increase the number of children walking to school using the ‘Walking Bus’ service	£300 towards staffing costs	Brain breaks are enabling children to improve their physical active minutes as well as boosting their cognition.	
To develop long term habits leading to healthy lifestyle choices and increased fitness.	Liaise with A Stars co-ordinator and record how got to school every day. Introduce initiatives to promote walking to school. Promotion of walk to school week.	£195	Increased incentives for children to walk to school. Children to get in to regular habits of choosing walking, cycling or scootering to school.	Wake Up and Shake up introduced into the school day. Continue with A-Stars
A Stars training for PHSE Co-ordination.				

<p>Increase outdoor activity through gardening</p>	<p>Develop the school allotment Replenish equipment for 'Gardening Club'</p>	<p>£250</p>	<p>Children are encouraged to increase physical activity beyond the curriculum.</p> <p>Children will increase exercise through gardening Healthy eating and a passion for growing food will be increased Children make long-term healthy choices.</p>	<p>Target the number of children involved in Eco Club.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: £1917
				18%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:		Funding allocated:	Evidence of impact: What do pupils now know and what can they do now? What has changed
To ensure that lessons focus on progression of key skills	CPD for staff Ensuring that the skill being taught is clear to the children Develop a learning map for children to see where they are within their learning journey. Team teaching with an experienced practitioner	PE leader release (5 x days £975)	Children are able to talk about what they are learning in PE rather than what they are doing in PE. Children have become more confident talking about the skills they have learned and home they have improved.	Sustainability and suggested next steps:
Audit Resources.	In conjunction with Sports Coaches and school staff, resources to be audited and replaced as necessary (balls, bean bags, hockey sticks, skipping ropes etc.)	£500	Safe and relevant equipment in school.	
Spare P.E kits provided for all classes to enable participation in lessons.		12x£3.50 £42	All children are able to participate in physical activity lessons with appropriate kit. Children are not singled-out and are able to participate in sessions.	Ensure that we have a wider range of sizes. Continue to encourage having the correct kits in school. Messages to parents to reiterate ear-piercings and appropriate footwear.

Introduce self-assessment in PE.	Children to use traffic lighting to reflect on their progress		Children are able to say what they are learning in a lesson and know how to see if they are improving. Children develop in confidence to say how they and others can improve in physical education.	Introduce peer assessment and begin to note children's comments/ feedback.
Collect evidence of children's progress in PE.	PE Diary's introduced to track and progress children's skills in each unit. Cameras/ I-pads to capture children's skills e.g. photos of balances in gymnastics, recording of games.			
Develop the opportunities for children to focus on their mental health as well as physical health	Peace Garden introduced to Forest School	£150	Staff and children recognise strategies to reduce stress or anxiety. Children have positive minds and bodies.	Develop mental health days within the school year. Mental Health and wellbeing incorporated into healthy school week.
Children encouraged to share outside school achievements in celebration assembly.	Children to bring in awards from swimming, football clubs, Dance etc. Achievement in PE celebrated and given a high profile	£20	The children's achievement are acknowledged. Other children are inspired to achieve and join clubs/ participate in sports.	Introduce rewards to motivate children within PE and increase active participation.
Display promoting sport and extra-curricular sport clubs	Display board in the Hall Headteacher Award Stickers	£50	Children are able to inspired to participate in sports The school celebrates healthy lifestyle and promote the importance of being physical active and eating a balanced diet.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: £5,689
				55%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Enable children to apply physical core skills that they have been taught to high quality competitions.	Contract with Aspire to deliver excellent PE provision. Staff to observe and use assessment sheets. Teaching staff to select children who are working below the expectation and do a targeted intervention.	£5,602 (of £7012 for the sports coach annually)	Children make good or better progress through high quality teaching and targeting intervention. Gaps of children who are working below the age related expectation reduces. Children who are underperforming are being targeting and getting personalised learning to help improve their physical development.	
Increase the subject co-ordinators in the leadership of PE	Organise training for Infant Co-ordinator to meeting with other co-ordinators. Mentoring from AHT Opportunities to develop the curriculum and remap units. Regular release time for PE Coordinator to be scheduled (using Sports Premium Grant for cover costs) and used for subject monitoring. Youth Tool Kit Focussed Ed PE Book	£67 £20	The PE Leader is confident in how the NC is being taught and the skills that each child should be working on. The curriculum is mapped out with a clear focus on skills and how these will be assessed. Across the Federation there is a shared vision for PE.	Look at the range of activities we enable the children to access and the cultural capital they gain from the curriculum. Do children go on master skills? Are we building up from the previous year?

<p>Create an assessment procedure that enables the staff to track the progress of children.</p>	<p>Introduce PE diaries. Opportunities for the PE co-ordinator to support other year groups in planning and how to set up assessment diaries and how to identify skills. Whiteboards to be purchased so that learning objectives and Success Criteria can be shared outside. Involve parents in the intention of the curriculum</p>		<p>Teachers are confident in reporting to parents how a child has improved in PE. Teacher can adapt their planning to meet the needs of their class and build up from previous lessons.</p>	<p>Incorporate further challenge into lessons and opportunities for self and peers assessment. Embed PE Evidence through recordings. Introduce a Tracker for PE that outlines core skills and when children can do these.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: £1,755
				17%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Children to become competitive and demonstrate excellent sportsmanship	Introduce a wider variety of games to apply skills. Implement a unit on multi-skills for each year groups to build progressively on skills. Liaise with sport coach.	1,402 (of £7012 for the sports coach annually) See key indicator 3 (Sports Coach)	Opportunities for children to compete with others. Provide additional purpose as well as opportunities to celebrate skills that have been taught	Need to develop networking with other schools and organise events in advance.
To encourage sports opportunities during significant events	Dances during Multicultural week Christmas Dances	£50	Children see that sports is cross-curricular.	Develop physical activities in other subjects e.g. Maths warm ups
Sports for All – Provide opportunities to meet athletes and work with them to raise aspiration	Jessica Clarke – Trampolinist Laura Samuel - Athlete	£303 (£1 per child)	Children were able to see different types of sport. All children, in particular girls, were able to see a variety of athletes that inspired them to do sport.	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: £250
				2%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Sports day/ Inter house competition resources Purchasing of trophies, competition resources, stickers etc. Raise awareness of inter school competitions as part of the Broadway cluster.	Transport/ hosting events Executive Head to discuss a proposal within the cluster Organise events	£250	Opportunities to celebrate success and develop sportsmanship Children are inspired by sport and aspire to improve Children have the opportunity to compete using core skills Opportunities to socialise with other teams and develop sports (Due to COVID-19 events have not been organised).	Have multiple Sports events throughout the year. Inter Year group competitions