

Spalding St Pauls Community Primary School & Nursery



Sports Premium Report 2019-2020

Our School Aims

At Spalding St Pauls Community Primary School & Nursery, we are committed to encouraging our pupils to lead healthy and active lives. This is achieved through a program of activities, available both within and outside of our curriculum and within the wider community which enable our children to:

- enjoy and develop positive attitudes to Physical Education and sport;
- improve fitness, health and well-being;
- be physically active for sustained periods of time;
- understand about the importance of fair play, cooperation and team-work as life-long skills;
- allow each child to fulfil their potential.

Our aim: is to create an excitement and energy around PE and Sport, building capacity within the school and developing further pupil participation, for both boys and girls, in a range of sporting physical activities.

Sport Leadership in school is undertaken by our PE Leader supported by SLT, PE/Sport Premium Governor and the whole school community.

As a school, we achieved the Healthy School's Award 2015, as well as the Bronze Food for Life Award, recognising the school's drive for encouraging healthy and active lifestyles for all. We continually strive to ensure that our PE/sport provision provides a range of stimulating experiences, including outdoor and adventurous activities, which enrich our pupils' lives.

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> Pupils received regular opportunities to learn how to swim, record their achievements in their individual passports and a good proportion know how to keep safe in local waterways Double the number of pupils from Y5&6 were trained effectively as Sports Leaders and held regular competitions within school in a variety of sports and activities. Sports Leaders effectively promote physical activities at break and lunchtimes to ensure pupils are engaged and are provided with a wide range of activities. KS2 pupils took part in local sports competitions, achieving first place in the small school category. Pupils engaged in fundraising events linked to physical activity and funds received by charities. CPD has enabled staff, including TAs, to learn how to effectively teach elements of PE Curriculum through modelling, joint-teaching and mentoring from a PE specialist. This led to learning focused PE sessions that were well-organised and pupil's needs were met more effectively. Pupils with talents in specific sports were sign-posted to local sports clubs and 6 played for local football teams-raising aspirations in other pupils. An increasing number of pupils attended weekly street dance lessons and performed within school and to their parents- pupil pride and confidence in performing increased. Pupils from Nursery to Y6 have received half termly bespoke sessions of Outdoor and Adventurous Activities, combining elements within their topic themes, in order that they have a hook for their learning, meeting our aim of learning through a range of first-hand experiences. Pupils report their excitement and enthusiasm about their sessions and are keen to be outdoors and active. They have learned a range of outdoor survival skills and a greater awareness of nature, materials, science, maths etc. This was maintained during lockdown for key worker children. Continued engagement with Roots to Food to teach pupils about healthy eating and the enjoyment in cooking/ tasting new foods. 	<ul style="list-style-type: none"> Inspire + Membership to enable pupils to have a greater range of experiences and work with a range of inspiring sports people and coaches, with an initial focus on multi-skills. Purchase the GetSet4PE scheme of work to ensure that pupils receive high quality provision and sequential learning and staff are supported to achieve this through training and resources. Increase the number of pupils accessing sports clubs within the school offer to promote healthy and happy lifestyles, especially after Covid lockdown and for their future health. Training for Midday Supervisors to ensure that they are confident in teaching pupil's new games and activities to increase physical activity, especially within Covid guidelines. Promote and celebrate achievements through rewards programmes and recognising engagement in physical activity. Work with local sports clubs to improve engagement in the community and increase participation of pupils outside of school. Access local support from the SGO to attend a greater number of sports competitions in the local area to enable pupils to celebrate success. Enable pupils to feel part of theirs and a greater community through participation in mass sports events within the school year, as well as events such as Mini-Olympics Continue to promote health eating through Roots to Food events and also providing rewards to pupils for healthy lunchboxes, to mirror healthy eating provision from the school kitchen. Aspire to Inspire mentoring programme to positively impact aspirations, confidence, self-esteem, and behaviour, through various tasks and challenges for a target group of pupils Join the Mental Health & Well-being project "5 ways to wellbeing", which includes Staff training & facilitation, Weekly small group sessions with key pupils, Whole class sessions and Governor briefings to ensure a whole school approach and impact.

Meeting national curriculum requirements for swimming and water safety

At St Pauls Community Primary School & Nursery, we understand the importance of children learning to swim, especially as we are situated near to a local waterway. Swimming is part of the National Curriculum, and we hope that all children, by the end of Year 6, will at least achieve the government recommendation of being able to swim 25 metres.

To that end, for the last 4 years, the school has continued to subsidise this opportunity for pupils in Year 3, 4, 5 and 6. Throughout their swimming lessons, the children enjoy a range of water-based activities, as well as learning a range of water safety skills, through the ASA Personal Swimming Awards. This helps the pupils to develop further their swimming strokes as well as their water confidence.

Meeting national curriculum requirements for swimming and water safety.	
2019-2020= 27 pupils	
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 pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.	78 % 5 children achieved between 5m and 15m 1 child remained a non-swimmer, but could swim with two floats.
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	70 %
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	78 %
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?	No

Created by:  association for
**Physical
Education**  YOUTH
SPORT
TRUST

Active Partnerships
Engaging Communities, Transforming Lives

UK COACHING

UK active
More people
More active
More often

			to stay active and get outdoors.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				46 %
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:
Pupils to become more physically activity through PE, OAA and play related activities.	Increase amount of equipment available for pupils to use to encourage physical activity at break times.	£100	Pupils are able to access a range of equipment at breaktimes and 85% on average are very active during these times.	Develop thorough curriculum progression and cohesion through the GetSet4PE scheme, along with required training for PE Lead and teaching staff. (6hrs)
Ensure that pupils receive a broad and balanced PE Curriculum that incorporates adventurous and outdoor activity to encourage pupils to be active	Incentives for pupils to become proficient swimmers and celebrate achievements through swimming awards	£300	All pupils, regardless of needs, took part in every outdoor learning day and parents reported these activities were continued at home. Teaching staff report extremely high levels of participation and engagement from pupils but also parents alike. Pupils learnt a range of outdoor survival techniques and how these have changed throughout history too.	Create a PE progression wheel that is shared amongst stake holders
Whole school approach to healthy lifestyles through diet and nutrition, including healthy food days and food tech days to promote the trying of new foods and teaching pupils how to cook.	Termly mentoring sessions tailored to the needs of teaching staff to ensure effective teaching across the school for all pupils. Pupils are able to build on their previous skills and develop further			Complete a PE and Sports Health Check through Inspire + membership
	Half termly OAA sessions for each year group for R-Y6, focusing on thematic approaches to bring learning to life. Sessions tailored to needs of each class between teachers and PE Lead.	£7000	Pupils engaged in physical challenges and OAA during lockdown and this was evidence through the class padlets and photos sent through social media.	Continue to promote and raise awareness and profile of Olympians and Paralympians to inspire pupils.
	Invite sports people into school to inspire pupils to broaden horizons and use physical ability to excel- dance/ range of sports	£1,100	Many pupils reported to have not tasted many of the foods/ food combinations during food tech days and were keen to take recipes home to cook. Feedback from parents was also very positive and supportive.	Raise profile of MSAs through training to be Sports leaders themselves to ensure equipment is planned for and all pupils have equal opportunities
	Roots to Food days- KS2 Food technology and Y6 Gala Dinner.	£800		Whole school focus and reward systems on healthy lunches, especially packed lunches
				Whole school focus on mental wellbeing as well as physical as they complement each other, especially after school closures.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				44 %
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:
<p>To provide CPD opportunities for staff so that pupils can benefit from expertise</p> <p>Improve school leadership capacity to sustain improvement through high quality targeted CPD which matches School Development Priorities and individual needs</p> <p>Training for staff to identify pupils who are Gifted and Talented in PE and Sports and direct additional resources to capitalise on this.</p>	<p>Staff have the opportunity to attend a range of PE related training sessions and work alongside PE Lead to further expand knowledge and skills.</p> <ol style="list-style-type: none"> 1. Through ongoing CPD opportunities, teachers (NQTs) understand the principles of the PE scheme and feel able to utilize its strengths: 2. PE lead to continue to provide staff support and mentoring in PE. 3. Consolidate use of PE assessment tool to continue to show progression throughout the year in each year group <p>Support leadership succession planning for PE Leadership</p>	£8700	<p>All Teachers have had a recap on our school PE assessment tool and have continued to use this tool throughout the year, using PE Lead as a resource to ensure accuracy.</p> <p>PE lead was been able to analyse the PE provision across the school and has seen good practice regularly in 85% of lessons.</p> <p>All teachers feel they have grown in confidence when they have been supported by the PE Lead through the modelling and team-teaching approach and have been able to use new ideas in their own planning (discussed in teacher meeting).</p> <p>Lessons observations highlighted an increase in pupil participation and focus during sessions where teaching was specific and teaching staff were confident in purpose and delivery. Pupil progress was evident.</p> <p>Joint working between PE Lead and PE Coordinator was effective in preparing for reallocation of responsibilities and preparedness for the next academic year.</p>	<p>New PE Lead will be supported in new role via Inspire + to ensure effectiveness of leadership and provision for all pupils.</p> <p>New staff to the school will work alongside PE coaches via Inspire + to aid planning and skills progression. PE lead to mentor chosen staff to support in planning and using the new assessment tool.</p> <p>PE Lead to continue to monitor and analyse PE assessment across the school.</p> <p>PE Lead to mentor PE and Sports Apprentice</p> <p>Support from Inspire+ in catering for G&T pupils and related opportunities</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				5 %
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:
Ensure there is a wide scope of opportunities open to pupils- funding specialist coaches in a range of activities	<p>Continue to provide and fund external coaches and PE specialist teachers to lead sports clubs and after school clubs</p> <p>Promote Leadership responsibilities for pupils for them to lead and increase pupil participation in different sports.</p> <p>Promote house games and events</p> <p>Continue with Bikeability programme and provide equipment where pupils do not have resources at home- inc maintenance.</p>	<p>£500</p> <p>£500</p>	<p>Dance Coach provided weekly Street Dance sessions and we had an extensive waiting list for the next wave. Parent engagement was 75% at display events.</p> <p>Termly house games and events took place T1-3 in football and tag rugby.</p> <p>Y6 Sports Leaders ensured that all teams were full and events could take place, publishing outcomes and achievements.</p> <p>Bikeability sessions took place, with 80% of pupils participating and achieving a minimum of Level 1.</p> <p>School was able to maintain the cycles and safety equipment to ensure if resource was used it was in good and safe order.</p>	<p>Extend variety of coaching for pupils and staff to extend offer through Inspire + membership opportunities- initial focus on multi-skills.</p> <p>Take part in series of events throughout the year e.g the mass participation events through membership</p> <p>Ensure there is a clear programme of house sports across the year and these are advertised effectively on PE board.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1 %
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:
<p>Continue to promote sporting opportunities further afield so that more pupils have the opportunity to participate in interschool sports</p> <p>Boost pupil confidence in their skills and skill application, applying their knowledge from learning within lessons.</p>	<p>Improve liaison between SGO and PE Lead to ensure equal opportunities for pupils to partake in interschool sports</p> <p>Training sessions for pupils within range of disciplines in preparedness for competitions.</p> <p>Provide personnel to attend fixtures and events</p> <p>Fund opportunities for Football, Tag Rugby, Athletics, orienteering and Dance clubs.</p> <p>1. Develop further pupil participation in sport and ensuring pupils lead active and healthy lifestyles.</p> <p>2. Encourage 100% of the school community to participate in some form of club/ activity</p>	£150	<p>Sports Committee (4 x Y6 House Captains) organised 3 intraschool competitions- unable to continue throughout year due to closure.</p> <p>Training sessions delivered at lunchtimes for teams to prepare for competitions- skills and tactics focus.</p> <p>65% of pupils have accessed this year's sports based extracurricular clubs.</p> <p>Y5&6 Pupils have acted as Playground Leaders, in KS2 and helped to facilitate a range of activities during lunchtime.</p> <p>School took part (came 1st in small schools category) in inter school competition and were due to hold the Orienteering competition in Summer 20- not possible under school closure</p>	<p>PE Lead to work closely with SGO to enable pupils to attend inter school events termly throughout the year- boosting pupil self-esteem and confidence and feeling of success.</p> <p>Boost competition entry throughout the year.</p> <p>PE Lead to work with Sports Leaders to ensure programme of intra school events take place and results are recorded to encourage others to participate.</p>