

**Field View Sports Premium 19/20**

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>The school employed two Community Sport and Health Officers.</p> <p>The school has continued to employ a PE teacher to support the development of the PE curriculum and pupils' physical, intellectual, personal, and social health and wellbeing.</p> <p>Every child in Reception receives a PE bag, 2 T-Shirts and a pair of shorts to be worn during lessons, events and competitions. Additionally, all children in the school can purchase new PE uniform at a 50% discount.</p> <p>All pupils in the football team have been provided with a complete football kit to support their participation and engagement in local WASPS competitions.</p> <p>The PE specialist has supported the planning and teaching in Reception and Year 4 with plans to extend CPD to others teachers throughout the school.</p> <p>All Year 3 children have weekly swimming lessons throughout the whole school.</p> <p>12 of our pupils have been trained as play leaders to support healthy active lifestyles through the design and deliver of activities and games at lunchtimes.</p> <p>12 of our pupils have been trained as peer supporters to support the personal development and mental wellbeing of pupils.</p>	<p>Create Development will be furthering the development of our staff's teaching of PE through the delivery of bespoke continuing professional development (CPD)</p> <p>To provide children with opportunities to engage with a range of after-school clubs such as gymnastics, cricket, multi-skills and dance.</p> <p>Look at developing a program of swimming throughout KS2.</p> <p>Continue to support teachers with their planning and teaching of Jasmine to improve the provision and outcomes for all pupils.</p> <p>Plan the active lives survey to be carried out in September as a review of our PESSPA provision.</p> <p>Work towards achieving the necessary steps to achieve the bronze school games mark and the Association for Physical Education quality mark.</p> <p>Look at implementing Marathon Kids across the school.</p> <p>Plan a GB athlete to come into school to inspire children and deliver workshops to specific groups or year groups.</p> <p>Create stronger links with the sporting community to support PESSPA provision.</p>

## 2019/2020 Sports Premium Spend Identified:

PE Teacher (DW)	£14,432
PE and Lunchtime Equipment	£2020.29
Playground Markings	£2319.60
Senior Leadership Team (SLT)	£1686
Real PE – Subscription	£294
Football Kit	£267
PE Uniform and Bags	£391.43
<b>Total Received</b>	<b>£20,523</b>
<b>Total Spent</b>	<b>£24,413.32</b>

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? <b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school.	Data unable to be collated due to COVID-19.
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	
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?	No

<b>Academic Year: September 2019 – July 2020</b>			<b>Total Fund Allocated:</b>	
<b>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.</b>			<b>Percentage of total allocation: 10%</b>	
<b>Intention</b>	<b>Implementation</b>		<b>Impact</b>	<b>Intention</b>
School focus with clarity on intended impact on pupils.	Actions to achieve:	Funding allocated:	Evidence of impact on pupils including wider impact on whole school improvement:	Sustainability and suggested next steps
Two community sport and health apprentices (CSHAs) were hired to give pupils more opportunities to be physically active and help them develop healthier attitudes to forms of exercise through building on their confidence, competence and enjoyment of being active.	The CSHAs will work with the MAT PE lead, PE subject lead and SLT to plan, implement and deliver opportunities for pupils to be more physically active.	6 hours of time per half term for both CSH apprentices.  1 hour of PE teacher time per half-term.	Pupil are more physically active, evidenced by engagement in physical activity at lunchtimes and throughout the school day.  Children appear more confident and are showing increasing levels of enthusiasm when participating in physically active pursuits.  Fewer incidents of behaviour occur at lunchtimes and throughout the school day.	Input from the CSHAs regarding lunchtime provision will become embedded by setting clear expectations with children and through their support for lunchtime staff and play leaders.  Look at new physical activities or initiatives that could positively impact children at lunchtimes and throughout the school day.
A dedicated PE teacher will continue to coordinate opportunities for pupils to be more physically active through supporting the	The PE teacher will work with SLT, the PE subject lead and CSHAs to coordinate initiatives for	3 hours of DW time per half term (£405).	The CSHAs are more confident in supporting children's physical literacy, reflected in the increased level of physical activity at	Input from the PE teacher regarding lunchtime provision will become embedded through supporting each CSHA.

<p>development of their physical literacy.</p>	<p>pupils to be more physically active.</p>		<p>lunchtimes and the behaviours and attitudes of children.</p>	<p>Look at developing a program of training for lunchtime staff and play leaders for subsequent years.</p> <p>Consider producing a range of content and a suggested timetable for class teachers that could be used to engage children in regular indoor and outdoor physical activity, with the aim of improving pupils' fitness, confidence and concentration during the afternoon or in preparation for the delivery of other subjects.</p>
<p>Play leaders in Year 5 received training and support from Wider Learning and both CSHAs on how to plan, deliver and support opportunities for pupils to play and engage in physically active games, helping them to develop their physical literacy.</p>	<p>PE lead to organise and support training for Y5 pupils with CSHAs.</p> <p>Create rota and set expectations with CSHAs for Play leaders.</p> <p>Organise purchasing of hoodies.</p>	<p>2 hours of PE teacher time in Autumn and Spring term.</p> <p>4 hours of CSHA time per term.</p>	<p>Play leaders have shown developing confidence in their delivery of activities and games, encouraging others to play appropriately and be more physically active.</p>	<p>Consider organising our existing play leaders in Year 5 to continue their role as play leaders in Year 6 while supporting the new Year 5 play leaders once trained.</p> <p>Look at the design and delivery of a bespoke training package for play leaders.</p> <p>Consider the planning and delivery of additional and specific training for play</p>

				<p>leaders that focus on a range of activities and games (type of activity or games played on certain areas of the playground). Consider rewarding Play Leaders with a certificate and badge upon completing a set number of hours.</p> <p>Look at implementing weekly challenges to improve upon throughout the week, with the possibility of a reward for the most improved. Consider linking challenges to national sporting events.</p>
<p>Social media and our school website have been used to engage children at home with activities that support their physical literacy, with an additional emphasis on fitness, health and wellbeing.</p>	<p>PE teacher to source appropriate resources and liaise with SLT to provide content for pupils.</p>	<p>1 hour of PE teacher time.</p> <p>1 hour of SLT time.</p>	<p>Children have been encouraged to engage with these resources from home. Photos and videos linked to home learning have been linked to themes and created on a weekly basis to support their health, wellbeing and physical literacy. Children have shared their home learning with the school which has been celebrated on social media.</p>	<p>Resources could be kept as part of the website for pupils and parents to access. Consider how these resources could be linked with our curriculum offer.</p>

<b>Academic Year: September 2019 – July 2020</b>				<b>Total Fund Allocated:</b>
<b>Key Indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.</b>				<b>Percentage of total allocation: 7%</b>
<b>Intention</b>	<b>Implementation</b>		<b>Impact</b>	
School focus with clarity on intended impact:	Actions to achieve:	Funding allocated:	Evidence of impact on pupils including wider impact on whole school improvement:	Sustainability and suggested next steps
Emphasise the importance of developing physical literacy through supporting and celebrating opportunities to participate in physical activity and sport.	MAT PE lead will work with SLT, PE subject lead and the CSHAs to coordinate PESSPA provision through the organisation of activities, after-school clubs and competitions that promote teamwork, determination, respect and honesty.  Update social media platforms, with an emphasis on celebrating traits that support achievement and success.	6 hours of DW time per half-term.  6 hours of CSHA time per half-term.  1 hour of SLT time per term.		Existing plans or resources for PESSPA (events, after-school clubs or daily physical activity) could be amended or used by other staff to focus on developing pupils' physical literacy through encouraging and supporting British values.  Look at ways to encourage and reward pupils for demonstrating physically literate behaviours or values such as commitment, teamwork, determination, respect and honesty when engaging with PESSPA provision. For example, presenting certificates for displaying these values or committing to after-school clubs, and medals for competitions.

				Consider hosting an end of year awards ceremony to celebrate sporting achievements and behaviours across key stages.
Promote the importance of regular PE for all children by removing any barriers to children's participation.	<p>Ensure all reception children have PE kit upon starting school.</p> <p>Admin staff to organise the purchasing of additional PE kit for pupils when ordered through the school website at a subsidised rate of 50%.</p>	<p>Cost of full PE kit for reception pupils.</p> <p>Amount spent on subsidising PE kit for pupils.</p>		Look at producing a fair, consistent and incremental strategy to help teachers deal with the issue of pupils that are dressed incorrectly or are without PE kit.



<b>Academic Year: September 2019 – July 2020</b>				<b>Total Fund Allocated:</b>
<b>Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				<b>Percentage of total allocation: 25%</b>
<b>Intention</b>	<b>Implementation</b>		<b>Impact</b>	
School focus with clarity on intended impact:	Actions to achieve:	Funding allocated:	Evidence of impact on pupils including wider impact on whole school improvement:	Sustainability and suggested next steps
Improve the quality of planning, teaching and learning in PE to develop children's physical literacy.	<p>MAT PE lead to develop curriculum guidance and programme of CPD to improve quality of PE lessons for pupils.</p> <p>MAT PE lead to support the development of teachers' planning and delivery of PE lessons.</p> <p>MAT PE lead to work with SLT and school PE lead to monitor planning and teaching of PE.</p>	<p>4 hours of DW time every week</p> <p>2 hours of SLT time per term.</p> <p>Real PE Subscription Cost.</p>		<p>Input from the PE teacher before, during and after lessons will help consolidate teachers' delivery of PE and embed effective practice.</p> <p>Look at developing curriculum guidance and support for effective planning to improve the quality of PE lessons for pupils.</p> <p>Supplement the planning resources used to delivery PE lessons to reflect the curriculum guidance produced. For example, Real Gym or Real Dance.</p> <p>Produce in- house CPD to further develop and consolidate teachers' delivery of PE. Focus CPD on areas of the curriculum that</p>

				<p>staff have received less input on or parts that they are less familiar with. Consider the organising of external training facilitators to support staff in their delivery of specific areas. For example, Real Gym or Real Dance.</p> <p>Provide guidance and supporting resources for staff to improve their confidence and delivery of sport for all children.</p>
<p>Increase quantity of staff to deliver the Cool Kids program to help children progress in their fundamental movement skills.</p>	<p>Liaise with trust special educational needs coordinator (SENDCO) and relevant staff to organise the delivery of cool kids training and the program across KS1 and KS2.</p>	<p>1 hour of DW time every half-term.</p> <p>1.5 hours of time per week for each CSHA</p> <p>1 hour of trust SENDCO time every term.</p>		<p>Applying the training to the cool kids program will help staff consolidate and embed good practice.</p> <p>Organise opportunities for newly qualified staff to observe more experienced staff deliver cool kids.</p>

<b>Academic Year: September 2018 – August 2019</b>				<b>Total Fund Allocated:</b>
<b>Key Indicator 4: Broader experiences of a range of sports and activities offered to all pupils</b>				<b>Percentage of total allocation: 30%</b>
<b>Intention</b>	<b>Implementation</b>		<b>Impact</b>	
School focus with clarity on intended impact:	Actions to achieve:	Funding allocated:	Evidence of impact on pupils including wider impact on whole school improvement:	Sustainability and suggested next steps
Increased range of activities and sports offered to all pupils.	MAT PE lead to work with PE subject lead and SLT to support the development of CSHAs to deliver new activities and sports at lunchtimes as part of wider physical programs.  Purchasing of equipment and markings to support the delivery of existing and new activities or sports.	3 hours of DW time per half term.  1 hour of SLT time every term.  3 hours of time every week for both apprentices.  Playground markings.  Lunchtime and PE equipment.		Existing plans or resources for events, after-school clubs or daily physical activity could be amended or used by other staff to engage children in regular physical activity. Over time, these resources could be expanded upon to support staff in delivering additional events, competitions, after-school clubs and initiatives that focus on developing pupils' physical literacy in new and exciting ways.  Look at how purposeful feedback on lunchtime activities and the PE curriculum (once finalised) can be gathered from pupils to reflect current or new trends.

<b>Academic Year: September 2018 – August 2019</b>				<b>Total Fund Allocated:</b>
<b>Key Indicator 5: Increased participation in competitive sport.</b>				<b>Percentage of total allocation: 4%</b>
<b>Intention</b>	<b>Implementation</b>		<b>Impact</b>	
School focus with clarity on intended impact:	Actions to achieve:	Funding allocated:	Evidence of impact on pupils including wider impact on whole school improvement:	Sustainability and suggested next steps
Increase the number of children involved in intra and inter competitions to give children opportunities to apply physical, social and intellectual skills to develop physical literacy.	MAT PE lead to liaise with SGO and PE subject lead and SLT to link PE, SS and PA provision to the attendance of L1 and L2 competitions.  MAT PE lead to support PE subject lead and CSHAs in the organisation or delivery of L1 and L2 competitions.	3 hours of DW time per half term.  1 hour of SLT time per term.  3 hours of time per half term for both apprentices.		Existing plans or resources for competitions could be amended or used by other staff to engage children in healthy competition. Over time, these resources could be expanded upon to support staff in delivering additional competitions that focus on further developing pupils' physical literacy.  Consider producing a system to track the number of children that attend sports related events or competition, helping to support future changes to provision.