Sports Premium Report

Drake’s C of E Primary School

2020-2021

PE Curriculum Intent

At the Raleigh Hub, we aim to ensure that children are equipped with the knowledge and understanding required in order for them to lead healthy and active lifestyles. We want them to have the physical confidence to access a range of sporting activities at any level in order to enhance their physical and emotional wellbeing. We believe that participation in physical activity, both recreational and competitive, builds and develops many positive attributes. Raleigh Hub children will develop teamwork and cooperation, as well as values of fairness, respect and equality.

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.

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| Key achievements to date: 2019/20 | Areas for further improvement and baseline evidence of need: |
| * Trained HLTA in Forest School - KH * Play leader badges and playtime equipment and rota * Staff well supported in preparing and providing high quality PE lessons to all pupils throughout the school year. * Profile of PE and sport high by celebrating sporting achievements throughout the year – in and out of school * Engagement in the Dartmoor Schools Sports Partnership events and tournaments with pupils and staff. * Continue to attend all Active Devon updates to ensure all communications of opportunities, training and support are received and utilised. * Premier Sports have provided lessons, lunchtime sessions and after schools clubs to pupils in fencing, archery etc. * Introduction of Jigsaw scheme for Mental Health - PSHE | The COVID-19 pandemic has caused significant disruption to progress within the 5 key indicators.  The broad intentions of the 2019-2020 plan are being carried over to 2020-2021.  However, there is potential for significant disruption to PE provision with further lockdowns and limited access to mass gathering events such as the Devon School (DSG) Games and festivals/competitions held in the Exmouth Learning Community (ELC) through the Dartmoor School Sports Partnership (DSSP). |

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| 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/A |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | N/A |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | N/A |
| 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? | N/A |
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\*Schools may wish to provide this information in April, just before the publication deadline.

**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.

**Key indicator 1:** The engagement of all pupils in regular physical activity (30min per day in school)

**Key indicator 2:** The profile of PE and sport being raised across the school as a tool for whole school improvement

**Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport

**Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils

**Key indicator 5**: Increased participation in competitive sport

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| **Academic Year: 20/21** | | **Total fund allocated:** £16900 | | | | | | **Date Updated: September 2020** | | | | |  | |
| **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 | | | | | | | | | | | | | Percentage of total allocation: | |
| % | |
| **Intent** | | **Implementation** | | | | | | | | | **Impact** | | **Review** | |
| School focus with clarity on intended **impact on pupils**: | | Actions to achieve: | | | | | | Funding allocated: | | | Intended Impact: | | Sustainability and suggested next steps: | |
| * for pupils to understand the importance of physical activity to mental and physical well-being * for pupils to know what constitutes as physical activity * for pupils to know what healthy lifestyle choices look like for them * for pupils to have an awareness of and be able to discuss mental well-being * for staff to embed physical activities throughout the curriculum and to exemplify how this can be done throughout a person’s daily life | | * to maintain and upskill Play Leaders to ensure all pupils have the option of a physical activity or game during break and lunch times. * Link PE specialist to run lunch a lunch time club and to target less active children * to purchase equipment to enhance ‘play boxes’ for break and lunchtime use * to audit and inspect and purchase PE equipment to enhance to provision of PE provision * to ensure links are made to PE and physical activity across the curriculum (especially in Jigsaw (PSHE) and science) – weaving health and well-being across the curriculum * to take part in Sustrans ‘bike to school week’ and other external initiatives that encourage healthy, active lifestyles * to arrange ‘bikeabilty’ for Kingfisher Class * to include a ‘morning move’ style activity 2/3 times a week before first teaching session * to promote Devon Virtual Games | | | | | |  | | | * 100% of pupils will be active for 30 mins a day. * pupils will feel happier in school – a positive impact of mental health * pupils will be able to access a wider range of physical activities within school grounds * pupils will want to be more active * PE lesson quality will improve * there will be an increased interest in after school clubs and sporting activities * more pupils will attend external sporting/activity clubs | | • Continue to support and train Play Leaders to offer other pupils their help.  • Ensure equipment is continually checked, safe to use and easily accessible.  • Regular equipment order.    • Train Y5/6 PE shed monitors  • Ensure the shed is kept well maintained throughout the year to procure the expense.  • Children remain active and experience different sporting activities.  • Staff can gain confidence in teaching PE subject matter through support from the PE teacher.  • Build on children having a range of skills for self regulation. | |
| **Key indicator 2:**  The profile of PE and sport being raised across the school as a tool for whole school improvement | | | | | | | | | | | | | Percentage of total allocation: |
| % |
| **Intent** | | | | **Implementation** | | | | | | **Impact** | | | **Review** |
| School focus with clarity on intended **impact on pupils**: | | | | Actions to achieve: | | | | Funding allocated: | | Evidence and impact: | | | Sustainability and suggested next steps: |
| * for physical activity to be woven into the daily life of Drake’s Primary * for pupils to connect physical activity to our school vision – Growing Stronger Together * for pupils to recognise and develop the skills needed in sport and physical activity that can positively impact their lives – communication, perseverance, collaboration * for active bodies and active minds * for all children to be able to explain the benefits of physical activity for their learning and therefore improved life chances * for the PE specialist to raise the profile of PE and sport through lessons, morning moves, lunchtime clubs and after school clubs * for school staff to model healthy, active lifestyles and celebrate their goals and achievements alongside the children * for pupils to meet minimum swimming requirements of national curriculum. | | | | * to ensure physical activity is being built into the wider curriculum and explicit explanations of its benefit to learning and wider outcomes * to ensure the upcoming Ethos Team link the school vision and values to PE and physical activity through activities and assemblies * to maintain the sports display showing teams and events and include a section on the school notice board * to order school sports badges and play leader badges * to regularly attend the PE conferences (DSSP) and other termly coordinator meetings – PE Link Academy Trust meetings * to share in school and out of school sporting successes (staff and pupils) during weekly celebration assemblies, on the school newsletter and on social media – Facebook. * to include swimming lessons as part of curriculum time * to ensure pupils from a range of year groups receive six weeks of swimming lessons * to organise equipment for lessons and to preserve the integrity of equipment | | | |  | | * pupils will be equipped to improve their life chances through physical activity * pupils will have improved concentration in lessons * children will be keen to bring in and share sporting achievements from outside school * Year 6 will be proud to be sports leaders and report on sporting events and physical activities * pupils will feel a sense of pride and responsibility at playtimes and lunchtimes * pupils will be proud top represent Drake’s Primary * the community will recognise the importance of sport and physical activity at Drake’s * the PE lead will have an increased subject knowledge and confidence * pupils in Year 6 will be able to swim 25m, use a range of strokes and perform a safe self-rescue * the PE shed will be well organised for lessons and provide adequate protection against the deterioration of equipment | | | • Sport will continue to have a high profile in school.  • Further development in how we recognise and celebrate sporting achievements.  • Continue to encourage active engagement from children in captain roles and offer mentoring support.  • Annual retraining and input  • PE specialism training kept current and experience, knowledge and understanding regularly shared with other team members.  • Knowledge about best practice in PE shared with team members.  • Re-structure the way we provide swimming lessons. Consider which year groups, when, how we will offer extra support to those children that are struggling to reach expected levels in swimming skills.  • Provide more resources to use alongside Jigsaw within PSHE.  • Continue with providing a Mental health themed week for children each term/year.  • Look into continuing with mindfulness provision with |
| **Key indicator 3:**  Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | | | | | | | | Percentage of total allocation: | | |
| % | | |
| **Intent** | | **Implementation** | | | | | | **Impact** | | | **Review** | | |
| School focus with clarity on intended  **impact on pupils**: | | Actions to achieve: | | | | Funding  allocated: | | Evidence and impact: | | | Sustainability and suggested  next steps: | | |
| * for teachers to feel more confident that they are delivering better quality PE lessons * for staff to have to opportunity to attend professional development, have mentoring, training and resources to help them teach PE and sport more effectively * for more effective assessment and planning for improved pupil progress * for teachers to better meet the needs of pupils with SEND and G&T pupils during PE lessons | | * to employ a specialist PE teacher from the Link Academy PE team – 1 day per week in Drake’s * PE Lead to attend all DSSP meetings and keep up to date with Devon Youth Games/Active Devon updates * to offer sport/PE training through DSSP opportunities * for teachers to work alongside the specialist PE teacher – to observe, team teach and receive effective feedback on lessons * teacher to access the Link’s PE resources for schemes of work and open channels for teachers to seek assistance/advice on teaching PE * for teachers to work alongside specialist PE teacher to discuss assessment and progression * to ensure a breadth of teaching across the curriculum in foundation, KS1 and KS2 * to ensure fundamental PE skills are taught in every lesson | | | |  | | * staff will be happier and more confident teaching the breadth of the PE curriculum * lessons are building on fundamental skills and sequences are progressive * pupils’ attainment in PE will progressively improve * SEND pupils will rate PE lessons higher * G&T pupils will have an awareness of what they have done in order to develop their skills further | | | • Continue to send representative on annual conference.  • Explore opportunities for staff to attend specialist courses.  • PE specialist teacher and PE co-ordinator to deliver insets on improving the rolling program and supporting with lesson planning.  • Continue to ensure sequences are encouraging progression throughout the key stages. | | |
| **Key indicator 4:**  Broader experience of a range of sports and activities offered to all pupils | | | | | | | | | | | Percentage of total allocation: | | |
| % | | |
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| School focus with clarity on intended  **impact on pupils:** | | | | Actions to achieve: | Funding  allocated: | | | Evidence and impact: | | | Sustainability and suggested  next steps: | | |
| * Introduce a range of new sports and activities to encourage children to take up activities | | | | * Book Year 6 residential – outdoor education setting |  | | | * Children experience a wide range of activities | | | * Look to sustain these opportunities over the following academic year. | | |
| * Book Premier Sport to work with all classes and run clubs. * Dance specialists to run classes. |  | | | * Children experience a wide range of activities including fencing, archery etc. * Ability to deliver new sports that children have not previously experienced during PE. * Increased enjoyment and participation – broadening sporting horizons. | | | * Flag up local clubs for children to further extend participation eg: Exe Hockey * Look to use our local environment and beaches for more outdoor training. | | |
| * Top up swimming for children not meeting the NC requirements. * Watersports/survival skills to extend children who are. * Adventure and outdoor activities for Year 6 |  | | | * Improve confidence in all pupils. * Increased enjoyment and participation, whilst introducing children to a new sporting activity. | | | * Look to procure the developed site and ensure it is maintained year on year. * Continue to protect and maintain school allotment space. | | |
| * Train a forest school leader to deliver weekly sessions |  | | | * A staff member is trained, children will begin to receive a broader experience of their local environment and natural resources. | | | * Look to ensure all pupils across the school continue to get the opportunity in forest school activities. | | |
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| **Key indicator 5: Increased participation in competitive sport** | | | | Percentage of total allocation: |
| % |
| School focus with clarity on intended  **impact on pupils**: | Actions to achieve: | Funding  allocated: | Evidence and impact: | Sustainability and suggested  next steps: |
| To ensure and support the involvement of more children to participate in competitive sport | Participate in Exmouth School Sports Partnership | £2500 | * **100%** of children across KS1 and KS2 having the opportunity to participate in a variety of competitive and non competitive events   Termly calendar of events provided for children of varying ages and abilities to participate in | * Continue to buy into Exmouth School Sport Partnership for one more year to ensure competitive and non-competitive opportunities with other local schools. |
| * Improve links with other local schools by participating. * Provide transport to competitive events to increase the numbers of pupils who are able to participate. | £500  **TOTAL £3000** | * Use either parent helpers or hire local mini buses/coaches. | * Continue to engage parents about the benefit of sports events and joining in with wider groups. |