



St Bartholomew's CE Primary school

*Evidencing the impact of primary
PE and sports premium*

Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£19200
How much (if any) do you intend to carry over from this total fund into 2021/22?	£11,000
Total amount allocated for 2021/22	£30,200
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19,200 = £11000

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</p>	
<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> <p>Please see note above</p>	89%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	80%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	75%
<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

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 pupils today and for the future.

Academic Year: 2020/21		Total fund allocated:		Date Updated:	
<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>					<p>Percentage of total allocation:</p> <p>5%</p>
Intent	Implementation		Impact		
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>		<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	
<ul style="list-style-type: none"> - Use the daily mile to get all pupils partaking in at least 10 minutes of additional activity per day. - Additional resources provided for each class bubble to inspire staff and pupils to use break and lunchtimes. - All children have regular classroom breaks using Joe Wicks GoNoodle/Supermovers/Cosmic Yoga and Just Dance. - EYFS have a whole day dedicated to P.E. 	<ul style="list-style-type: none"> - All children in KS1 & KS2 take part in a Daily Mile run every day by running around the playground track multiple times. - New resources and sustaining current resources including purchases for classes including balls, nets and racquets. - Teachers to use Supermovers as part of mental wellbeing starters before learning or Go Noodle and Just Dance for brain breaks and additional physical activity. 		<p>£1500</p>	<ul style="list-style-type: none"> - Children now aware of the daily mile, why they need to do it and that they all must attempt every day. - Pupils and staff have had easier access to resources which has led to more directed game and activities being played during time away from the classroom. - All teachers now use the sites regularly; these were also used heavily during home learning PE sessions. - Lesson observations and parent feedback. 	
				<p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> - Despite still being bubbles, we have allocated classes a dedicated time to use the daily mile marked track around the school playground. - Children to begin to lead own sessions with sports leader programme returning next academic year. - Teachers to continue to use the sites in their current ways. Take photos and videos to post on Class Dojo alongside the links to the videos. - EYFS adults continue to plan fun and exciting learning both inside and outside the classroom. 	

Created by:



Supported by:



	All children in EYFS spent the day taking part in active learning in various areas of the school.				
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 30% from the carry over of budget owing to delays in fitting the gym equipment
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>Celebration assemblies to ensure the whole school are aware of the importance of PE and Sport. This should encourage and inspire all pupils to want to be involved in the future assemblies. Children's self-confidence is also increased.</p> <p>Continue to update sports display board with pictures of events attended.</p> <p>Outdoor Gym equipment</p>	<p>Achievements celebrated and certificates issued to those after competitions. Participation in all events to be posted in the School Newsletter and on ClassDojo.</p> <p>Keep up to date with pictures and results from the events and sports days.</p> <p>Work with the Pentagon Play, school council, SLT, Premises manager and PE Lead to choose and install the equipment in the playground. Highlight playground area to put the equipment.</p>	<p>£12000</p>	<p>More children wanting to attend competitions and asking adults about how they can get involved.</p> <p>Notice board provides the information and children enjoy seeing the achievements</p> <p>Children feel confident and proud when playing in external tournaments. Also acted as a continued motivation to all pupils to make and stay in sports teams.</p>	<p>Continue enter as many competitions as possible so we can celebrate sporting achievements.</p> <p>Fully Sustainable.</p> <p>Continue to ensure sportswear is kept clean and readily available for both Key stages representing the school in external tournaments. Sportswear for other tournaments like Cricket and Basketball</p>
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<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation:</p>
				<p>10%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<p>Observation CPD – Provide on-going opportunities for all staff to observe lesson from a P.E curriculum specialist. This will enable them to gain confidence in areas that they feel weaker in and this should increase the knowledge/understanding/skills which will ultimately impact upon the children’s understanding/knowledge and skills.</p>	<p>P.E curriculum specialists to teach a session while the Class Teacher observes.</p>	<p>£3000</p>	<p>Teachers are gaining confidence in teaching new sports, which has been reflected in the sports equipment order.</p>	<p>School to continue to look for specialists who can help deliver lessons and support teacher CPD. Although, we understand that this may reduce once the funding stops.</p>
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<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Percentage of total allocation:</p>
	<p>50%</p>

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<p>Additional achievements:</p> <ul style="list-style-type: none"> - Specialised Tennis, Hula-hoop and Cricket sessions for KS1 and KS2. <p>Additional swimming for year 4 and 5</p> <ul style="list-style-type: none"> - Having a dedicated sports coach at Breakfast and Afterschool Club to help increasing the range of sports offered to children who attend for wrap around care. <p>Plan for an outdoor gym which can be used all the time with dedicated class sessions</p>	<p>Year 4 Cricket, Year 2/3 Tennis all taught by specialist coaches. Hula Hooping for whole school. Fencing for the whole school Teachers observe best practice.</p> <p>Facilitation of children to swim and then build on those skills over the next two school years</p> <ul style="list-style-type: none"> - Children are active during morning and afternoon sessions when at school. Children exposed to need sports and games in a safe and stimulating manner. <p>Working with Pentagon play and with a local fitness instructor train staff and the children in how to use the gym</p>	<p>£15000</p>	<ul style="list-style-type: none"> - Children receive training from specialised coaches from the local sports clubs in their P.E lessons. <p>Children are confident swimmers</p> <ul style="list-style-type: none"> - High pupil numbers for both breakfast and afterschool clubs. More children playing outside in the playground being active compared to being indoor doing craft or playing board games. <p>Desired impact will be that all and the community can benefit from using the gym. It becomes a good selling point for lettings</p>	<ul style="list-style-type: none"> - Because the sessions are run by local sports clubs in the area, it means children can continue to attend out of school if it isn't possible to hold an after school club on site. <p>While we have sports funding we can afford to take two additional year groups</p> <ul style="list-style-type: none"> - Review the clubs which the school offers once bubbles can mix again. Ask school council if they have any suggestions for new clubs. <p>Maintenance needs to be sustainable through increased lettings and usage by the community. Staff have access to a gym club</p>
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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:
New Sportswear for sports teams to wear to external school tournaments with the school emblem to increase profile of school teams across the school.	Work with suppliers, sports coaches SLT and sports team captains to choose designs that best represent the school and that the children would most like to wear.	£300	Despite being in bubbles all children partook in the Sporty Week and enjoyed the games. Positive messages from pupils, teaching staff and parents about the week were well received. All children received a sticker and pupils who demonstrated excellent promise, skill and school values received a medal and a certificate.	Some of the equipment could be used for PE lessons and playtimes so could be damaged/lost so would need to be look after or replace for following years.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	