

Impact of the Primary PE and Sport Premium 2019-2020 Hinton St George C of E First School

| Key achievements to date until July 2020: | Areas for further improvement (2020-2021): |
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| <p>Introducing and establishing playground leaders to enhance physical activities during break times.</p> <p>Offering an extensive range of after school clubs to enhance the children's experiences, including Brazilian Jiu-Jitsu and Yoga.</p> <p>Taking part in a range of sporting activities and competitions outside of school.</p> | <p>Continue to work towards our Silver Games Mark Award (this was paused due to COVID-19 pandemic).</p> <p>Organise regular whole school sport activity days ('Inspire days') at school and at different venues with specialist coaches to enhance the learning opportunities and experiences for our children.</p> |

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| Meeting national curriculum requirements for swimming and water safety. | N/A |
| <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> | % 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? | Yes/No N/A |

Action Plan and Budget Tracking

| Academic Year: 2019/20 | | Total fund allocated: £16,421 | | |
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| 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: 3% £490 |
| Intent | Implementation | | Impact | Sustainability and suggested next steps: |
| School focus with clarity on intended impact: | Actions to achieve: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | |
| The introduction of playleaders to play times - two trained coaches were employed to train the year 4 children to be playleaders to encourage more active play during break and lunch time play. Equipment was purchased for playleaders to use with the rest of the children to enhance physical activity. | Organise regular slots for two coaches to work with the children and have opportunities to observe them with groups of children prior to working more independently. Purchase suitable equipment for playleaders to use to enhance physical activity across all year groups. | £100 £150 £36 | The year 4 playleaders are now fully equipped to lead playground games. More children are now engaged in physical play during break and lunchtimes. This has also given the older children in the school the opportunity to experience | The following academic year, further children (new year fours) will be trained to take on this role and current leaders will have a refresher. Children will be involved in the purchasing of further playtime equipment to vary experiences and opportunities. |
| A member of staff was employed to work with the year 4 playleaders one lunchtime mid-week to keep them on task and support them in promoting and leading physical play. | Recruitment of a sports leader. Timetable extra time for the sports leader to liaise with the children following activities to reflect and improve. | £204 | leadership roles and responsibilities. | Unfortunately, the sports leader left in February; however, this role will be taken on by a new member of staff next year to ensure the leaders are regularly checked and supported in their role. |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
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| | | | | 15.1% |
| Intent | Implementation | | Impact | £2470 |
| School focus with clarity on intended impact: | Actions to achieve: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| Employment of a sports leader to lead P.E, increase participation in competitive sports, work towards the silver school games mark award and to set up a sports council with the intention of raising the profile of P.E and sport and increasing opportunities for children. | Recruitment of a sports leader. Set up a clear timetable for the sports leader to promote sport across the school. | £1163 | The profile of P.E has been raised across the school. The sports leader had the time and capacity to dedicate to improving sports provision and children were more involved in sport and the leading of sport across the school. | Unfortunately, the sports leader left in February; however, the different elements of this role will be taken on by various members of staff next year to ensure that sport and physical activity remain a priority for the school. |
| The purchase of additional playtime resources to enhance the opportunities available to children during break times and encourage more physical/active play. | Audit the current equipment. Place appropriate orders. Demonstrate how to use any new equipment. | £600 | This has enabled children to have continued access to high quality sporting equipment at playtimes. | Continue to regularly audit equipment and purchase new equipment where necessary. |
| The purchase of additional resources for forest school to enhance the physical activities during forest school sessions. | Purchase the necessary equipment. Timetable regular forest school sessions into the school week. | £30 | Forest school has proved to have a positive impact on children's self-esteem in school, which in turn impacts positively on their emotional health. Forest school sessions have given children the opportunity to be active and challenge themselves both physically and emotionally through physical activities and risk taking. | Regular forest school sessions will continue in the next academic year and further resources will be purchased where necessary to enhance the forest school experience for children. |
| Timetabled for the Forest School leader to plan and prepare for sessions to ensure activities are appropriate. | Ensure the Forest School leader has adequate time and resources to run sessions successfully. | £302 | | |

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| A contribution towards the upkeep of play equipment in the playground/field and P.E equipment to ensure that children are kept safe and all equipment is of a high standard. | Arrange the appropriate person to check and maintain equipment. | £375 | The equipment enables children to improve their upper body strength and dexterity through play. It encourages children to be more active and improves social interactions and enjoyment of playtimes. | Continue to maintain. |
| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: 9.6% |
| Intent | Implementation | | Impact | £1584 |
| School focus with clarity on intended impact: | Actions to achieve: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| Contribution towards partnership coordinator (Crewkerne & Ilminster Schools Partnership) – this provides P.E CPD for the school’s subject leader and enables the school to have access to a number of local sports festivals and activities; therefore, ensuring staff are adequately trained and the children have further opportunities to be involved in a range of physical activities. | Arrange contribution to coordinator. Ensure attendance by subject leader at meetings. Make appropriate arrangements for children to attend as many festivals/fixtures as possible. | £366 | Children have continued to have access to festivals at local schools and inter-school competitions. Children have taken part in local sports activities between local CISP schools giving children an opportunity to take part in a range of sports in different contexts. CPD meetings have ensured that the subject lead is fully informed and updated on any training, etc. | Continue with this in the next academic year. |

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| <p>The sports coach and subject leader undertook sports leader training to up-skill their own knowledge and understanding so they can confidently disseminate to all staff, thus increasing their knowledge and confidence.</p> | <p>Enrol on training. Liaise with headteacher to ensure time to disseminate to staff.</p> | <p>£110</p> | <p>As a result of good leadership in the subject and confident and knowledgeable staff, to date (pre-COVID-19 closure) all pupils made good or better progress, building on prior achievement.</p> | <p>Continue to ensure that the subject leader has the opportunity to attend training to support their professional development in this area.</p> |
| <p>The use of specialist P.E coaches to deliver one P.E session a week to enable staff to observe and carry out further high-quality P.E sessions; therefore, ensuring that P.E is of the highest quality and that children have two hours of excellent provision each week.</p> | <p>Recruitment of high-quality coaches. Staff timetabled to observe and support P.E sessions.</p> | <p>£0 Coaches were due to start in the summer term – this was cancelled due to pandemic. £1008</p> | <p>Through the provision of qualified sports coaches to deliver P.E lessons, the quality and breadth of teaching and learning in this area has improved. Pupils are accessing a range of sports and are participating in regular physical activity. School staff are shadowing/observing these lessons to develop their own skills in this area and developing their confidence in leading P.E.</p> | <p>Specialist coaches will continue to be used across the next academic year.</p> |
| <p>The use of a trained P.E teacher to support the sports leader and subject leader in planning P.E, after school clubs and fixtures for each term; to ensure sports provision is planned appropriately to utilise P.E sessions.</p> | <p>Time allocated for meetings between the two members of staff and the teacher supporting them.</p> | <p>£100</p> | <p>Due to careful planning, children have had access to a range of sports and high-quality provision; and have been able to take part in various fixtures.</p> | <p>This will continue to be accessed when needed in the next academic year.</p> |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
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| | | | | 30.6% |
| Intent | Implementation | | Impact | £5029 |
| School focus with clarity on intended impact: | Actions to achieve: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| Resources for P.E and after-school clubs. The purchase of additional P.E and after-school club resources to enhance the opportunities available to children during P.E sessions and after-school clubs. | Audit the current equipment. Place appropriate orders. Demonstrate how to use any new equipment. | £600 £209 | This has enabled children to have continued access to high quality sporting equipment during P.E sessions and after-school clubs. | Continue to regularly audit equipment and purchase new equipment where necessary. |
| The use of specialist coaches to deliver after-school clubs (including Yoga and Brazilian Jiu-Jitsu). | Booking appropriately qualified coaches. | £845 £135 | Through the provision of specialist coaches to deliver some after-school clubs, the quality and breadth of learning experiences/opportunities in this area has improved. Pupils are accessing a range of sports and are participating in regular physical activity. | This has been a great resource for children, so we will continue to use specialist coaches over the next academic year to enhance our after-school provision. |
| Costs for teaching assistants to support after-school clubs; this will allow larger numbers of children to be able to access physical activities after school. | Arranging cover for each after-school club. | £2020 | The number of children attending an after-school sports club has continued to rise, and almost all children are attending a sports club during the year. The teaching assistant support has enabled all children to access after-school sports clubs. | This will continue throughout the next academic year. |

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| Transport will enable children to take part in a range of sporting activities. | Arranging appropriate transportation for individual events. | £990 | Taking part in sports activities out of school has given children an opportunity to take part in a range of sports in different contexts. | To continue during the next academic year. |
| To organise a sports morning to give the children access to new sports they have not experienced before, including fencing and Taekwondo. | To book Premier Education (sport). | £100 | This opportunity allowed children to be taught by qualified coaches and develop new skills. | This was very successful and will be rolled out next year to include termly visits to specialist sports providers or bringing coaches in to provide further opportunities and experiences for our children. |
| Costs for hiring of a sporting venue, to enable the children to access sports that the school hall is unable to host due to limited space. | Book sporting venue. | £130 | This has enabled children to try a range of sports, including gymnastics, which the school is unable to provide due to limited space in the school hall. | This space will continue to be booked in the next academic year to ensure that the children are accessing the full P.E curriculum. |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
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| | | | | 0% |
| Intent | Implementation | | Impact | £0 |
| School focus with clarity on intended impact: | Actions to achieve: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| Transport costs to sporting events will enable children to take part in a range of competitive sports. | Arranging appropriate transportation for individual events. | £0 All planned sporting events were cancelled due to pandemic. | Taking part in local sports activities between local schools and the wider area has given children an opportunity to take part in a range of sports in different contexts. This year, children have also taken part in games out of the local area. | To continue during the next academic year. |
| Costs for support staff to accompany children to sporting fixtures allows more children to access these opportunities. | Arranging appropriate cover for each fixture (staff/child ratios). | £0 All planned sporting events were cancelled due to pandemic. | | |

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| Signed off by: | |
| Head Teacher: | Charlotte Hall |
| Date: | |
| Subject Leader: | Adam Cashmore |
| Date: | |
| Governor: | Jane Gifford |
| Date: | |

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| Total Allocation | £16421 |
| Total Spend 2019/20 | £9573 |
| Percentage of Total Allocation | 58.3% |
| Carry Forward | £6848 |