

# St. Anthony's Catholic Primary School PE and Sport Premium 2020-21 IMPACT



## What is the PE and Sport Premium?

The government is providing additional funding of £150 million each year to improve provision of physical education and sport in primary schools. This funding is ring-fenced and therefore can only be spent on provision of PE and sport in school. Allocations for the academic year **2020 to 2021** are calculated using the number of pupils in years 1 to 6, as recorded in the January 2020 census, as follows:

- schools with 17 or more pupils receive £16,000 plus £10 per pupil. For this year, our total grant is **£17 820**

<https://www.gov.uk/government/policies/getting-more-people-playing-sport/supporting-pages/school-pe-and-sport-funding>

## How will we invest this at St Anthony's Catholic Primary School?

At St Anthony's we have developed a provision plan to ensure this funding is invested (rather than 'spent') to maximise the long term impact of our PE provision for pupils and staff. The funding is invested in various ways and the impact of these initiatives is closely monitored through assessment of children's skills, staff and pupil feedback, uptake of clubs etc. At St. Anthony's Primary, we pride ourselves on being a happy and healthy place to learn.

In the next few pages, you can look at:

- Our provision plan for 2020-21, detailing investment and the outcomes (investment is on-going; the following list was prepared in April 2020.)

## Impact 2020-21

**Blue text refers to new initiatives which will be introduced in 2020 or have been continued from 2019-20.**

**Orange text refers to guidance from DfE (see notes below table) as well as School focused outcomes for each intention.**

**Highlighted initiatives are those which due to Covid-19 we were unable to complete**

Intention	Implementation	IMPACT
<p><b>To be able to continue to facilitate the highest level of Physical Education teaching and learning</b></p>	<ul style="list-style-type: none"> <li>Continue to raise the profile of Physical Education by ensuring high quality provision for <i>all pupils</i>.</li> <li>Continue to organise participation in local competitions where possible (virtually)- focus on encouraging equal opportunities for pupils from varying levels of ability and fitness.</li> <li>Teachers and Learning Assistants have the opportunity at least once per half term to observe PE lessons enabling them to improve their subject knowledge and teaching of PE; they are also regularly given the opportunity to teach alongside a specialist PE Teacher to implement new skills and extend knowledge of the teaching of PE.</li> <li>Middy Supervisors will be given training in how to best manage and use PE equipment available for the children at lunchtime and how to organise group games for the children to play.</li> <li>Continue to ensure pupils are offered a wide range of non-curriculum based sporting activities where possible following COVID guidelines (i.e. before and after school).</li> <li>Continue to offer sports themed days during school holiday periods providing children with the opportunity to access sporting activities outside of term time.</li> <li>Continue to ensure that assessment practices are rigorous and thorough and give teachers a clear understanding of the progress the children are making in PE.</li> <li>Mr Bromley will provide each pupil with an annual, individualised Physical Education report detailing their attainment, achievements, development of key skills and understanding, as well as a description</li> </ul>	<ul style="list-style-type: none"> <li>The engagement of <b>all</b> pupils in regular physical activity was encouraged and facilitated by the implementation of a wide variety of sporting activities- kick-starting healthy active lifestyles.</li> <li>Sporting activities and competitions (virtual and intra school) continued to be fully inclusive- allowing all children to participate and enjoy sport</li> <li>All staff have an increased confidence, knowledge and skills in teaching PE and sport.</li> <li>Pupils have continued to receive a wide variety of physical activities for extended periods of time throughout the week.</li> <li>All pupils were provided with a broad experience of a range of sports and activities</li> <li>25% of the pupils Year R-6 participated in the sports provision provided during the Easter and Summer Holiday periods. This provision further developed the sporting skills and increased the health and well-being of the pupils who participated. It also provided additional opportunities for children to expand their learning in a safe and familiar environment and gave Parents access to outstanding sports provision at a low cost.</li> <li>Assessments regularly shared with Teachers informed them about the physicality, skills development and progress of their pupils in PE. This information was then directly linked to the pupil's attainment and progress in all areas and was used to plan and implement next steps for the improvement of individual pupil's learning and development where appropriate.</li> <li>Parents were regularly provided with the information necessary for them to be aware of their child's progress and attainment in PE through; direct email, Class Dojo, face to face meetings (where possible) and written reports and grades as part of pupils' annual report. Through the advice given, parents were more able to encourage their child's learning and development in sport.</li> </ul>

	<p>of their learning behaviours and attitudes. It will also provide parents with helpful advice for future learning in sport, both within and outside of School.</p> <ul style="list-style-type: none"> <li>• Opportunities provided for parents to have a professional meeting (virtual) with Mr Bromley to discuss their child's progress in PE and any related aspects of their child's physical development and skills acquisition.</li> <li>• The employment of a male PE teacher provides a positive male role model in school promoting correct attitudes to sport including sportsmanship, fair play- including the rules of the Fair Play Award, preventing racism through the encouragement of FA Respect etc.</li> <li>• The School will provide increased opportunities for children to take control of their learning in PE by broadening their understanding and awareness of different sports and how they are played, thereby enabling children to create and play their own versions of sports.</li> <li>• Increase the interactivity of PE lessons by ensuring that the content of the lesson is made available where appropriate on the IWB. This will include videos of Mr Bromley as well as published experts of sports men and women demonstrating activities to support the teaching points of the lesson. These videos would also be made available to Teachers leading a PE session.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents were able to develop a greater understanding of their child's physicality and to greater encourage/motivate their child to take part in sport. Through support parents were able to better recognise how they can support their child's physical development out of School including accessing signposted sporting activities and clubs.</li> <li>• All pupils continued to develop sportsmanship, alongside their knowledge and understanding about fair play and how to be respectful to other players.</li> <li>• Pupils felt further empowered as they took greater control over their learning in PE. Creating their own sports and sharing with peers has continued to increase their self-esteem (mental well-being) and their desire to participate in physical activity.</li> <li>• Visual learners are better supported and have gained a deeper knowledge and understanding of the skill being taught. Visual resources were also available for all Class teachers to access when needed supporting cross curricular learning. Children with SEND have greatly benefitted from the opportunity to experience visual teaching and have been able to make greater progress in different sports skills.</li> </ul>
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Intention	Implementation	IMPACT
<p>Including children with additional needs in sports activities including competitions</p>	<ul style="list-style-type: none"> <li>• To ensure that all children feel included and able to participate in all sporting activities, children with additional needs will be actively encouraged to participate in competitive and non-competitive sport. We will provide opportunities for children from Year 1 and above to take part in Personal Best Challenges, which allow all pupils to participate and succeed against their own level of ability.</li> <li>• Pupils with SEND will be offered the opportunity to compete in virtual competitions against pupils with SEND in other local schools.</li> <li>• To continue to expand the learning opportunities for Key Stage 2 pupils to include the pupils being taught how to play a range of Disability Sports; as well as improve their understanding of participating in sports (which are already in the curriculum) with the slant of having a particular disability e.g. changing a familiar sport such as football by taking away the ability to run during the game.</li> <li>• Individualised Annual Pupil School PE reports will include specific information for parents of children with physical SEND</li> <li>• Information about a pupil's physicality will contribute to SEND Provision Maps when appropriate.</li> <li>• Pupils with physical SEND are provided with additional 1:1 support within all PE sessions</li> </ul>	<ul style="list-style-type: none"> <li>• By participation in virtual competitions with other local schools and intra school Personal Best Challenges, all children felt included and able to participate in all sporting activities.</li> <li>• All pupils have had the opportunity to experience and develop their skills in a wide range of Disability Sports and variations of familiar sports. This learning has continued to increase all pupils' empathy and understanding of what it is like to have a disability, as well as develop their knowledge that sport can be accessed by everyone at their own level no matter what their ability.</li> <li>• Parents with children with SEND will be more informed about their child's physical needs via contact with them from school including direct email, Class Dojo, face to face meetings (where possible) and written reports and grades as part of pupils' annual report. They were then able to use the information provided to support their child's physical development at home.</li> <li>• Through regular pupil progress meetings between Mr Bromley and the Class Teachers, Teachers were more informed about individual pupil's physicality and more able to support children's learning across the curriculum and in PE.</li> <li>• 1:1 SEND support during PE sessions enables all pupils to fully engage and participate in all activities.</li> </ul>
<p>Increasing pupil voice in Physical Education</p>	<ul style="list-style-type: none"> <li>• Upper Key Stage 2 pupils will be trained to take on the role of Sports Leaders, to enable them to work with children from Key Stage 1 and EYFS, facilitating and delivering focused multi-skill sport activities during Lunch Times.*</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils taking on the role as House Captains improved and increased their leadership skills, confidence and their ability to communicate effectively with pupils younger than themselves. The health and mental well-being of all pupils was increased by taking part in</li> </ul>

	<ul style="list-style-type: none"> <li>4 House Captains will be chosen from Year 6 by their peers to support the organisation and leadership of all sporting activities, including those involving other pupils, e.g. Sports Day. They will be expected to encourage all pupils to join in with physical activity and will be asked to choose one pupil per week from their House Group who best represents their House for Sporting achievement, sportsmanship and effort. They will also have responsibility for collecting house points from each class and finding the weekly totals, which are then reported during assembly. The House Captains will also represent the interests of sport on the Pupil Parliament and will use their role to interview pupils from all year groups to find out their enjoyment levels of sport and PE in school and to ascertain what the children want in terms of sport and equipment for the future.</li> </ul>	<p>physical activity and having a sense of achievement and increased self-esteem by winning an award.</p> <ul style="list-style-type: none"> <li>Increased pupil voice resulted in improved and targeted provision for sport and well-being for all pupils</li> </ul>
<p><b>Improving and expanding our School community partnership through sport</b></p>	<ul style="list-style-type: none"> <li>The sports page section- 'Everything Sporty'- on the School Website will provide parents with information about the PE taught in school, sports clubs that are available and information about health and fitness.</li> <li>Initiate the 'Be Inspired' programme with all year groups. Local clubs to visit school to deliver inspirational talks that will encourage children to take part in sports, outside of school, in their local community.</li> <li>Encourage parents to take a more active role in their child's physical learning by providing regular opportunities for parents to:- <ul style="list-style-type: none"> <li>➤ Come to School and watch their child take part in Intra School Competitions*</li> <li>➤ Watch tournaments both in School and at other venues</li> <li>➤ Take part in family sports/games</li> </ul> </li> <li>The school will provide parents with regular updates on their child's daily physical activity through the use of an online communication platform Class Dojo</li> <li>In the Summer Term, the School will provide opportunities for families to take part together in sporting activities such as orienteering and cross-country. These will take place at the weekend or after school to enable maximum participation.*</li> <li>The school will provide virtual PE sessions for any classes or pupils who are self-isolating with sporting challenges, which encourage the participation of the child and any accompanying family members.</li> <li>Fundraising events, such as Virtual Question of Sport, will be held to raise money for charity and encourage the development of links within the community and the development of knowledge of sport, sporting skills and general knowledge*</li> </ul>	<ul style="list-style-type: none"> <li>Through the regularly updated Sports website page parents have been more informed about all sporting activities taking place in School and have been encouraged to lead a healthy lifestyle</li> <li>70 % of parents have signed up to the Class Dojo Platform. As a consequence they feel more involved in their child's learning and have more knowledge of their ability in Physical Education</li> <li>During periods of isolation and during the Lockdown when the majority of the children were learning away from school, children and their families were able to access sport and fitness activities virtually. These included daily physical activities differentiated by age group as well as whole school competitions, such as a Six Nations linked Competition. Pupils were encouraged to take part by uploading videos of themselves undertaking the various challenges set and also by having the opportunity to win prizes. During the Six Nations Competition the pupils were also inspired by the involvement of members of the English Rugby Team who personally spoke to the children and chose the winners of a linked 'Design a Shirt Competition.'</li> </ul>
<p><b>All pupils will have a greater understanding of how to achieve a healthy lifestyle</b></p>	<ul style="list-style-type: none"> <li>Part of every PE session for each year group will continue to be dedicated to a relevant discussion about physical health and wellbeing appropriate to their age and developmental needs. This will also be supplemented by additional focused lessons on aspects of the Science / RHE Curriculum related to leading an active and healthy lifestyle and appropriate to each Year Group.</li> </ul>	<ul style="list-style-type: none"> <li>Children are able to recognise the positive effects of physical activity on their bodies, which encourages them to include more physical activity in their everyday lifestyle. Children have a greater understanding about physical changes in their bodies and how their bodies develop as they get older- they are aware of how to keep their bodies healthy and have good mental well-being.</li> <li>The results of the Online Healthy Living Questionnaire with pupils from Year 1-6 demonstrate the following information:</li> </ul>

	<ul style="list-style-type: none"> <li>There will be an analysis of pupil's lifestyles through an online Healthy Living Questionnaire, which will be completed each term as well as at the beginning and end of each year to identify areas for improvement across the year and then the results shared with stakeholders through the School website.</li> <li>Planned cross-curricular week in the Summer Term to improve all pupils' (Nursery – Year 6) and their families' understanding and knowledge of how to maintain a physically fit and healthy life style. Week to include activities from across the curriculum and should include activities to support mental health and wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>93% of pupils said they enjoyed PE lessons</li> <li>90% of pupils would like to have the opportunity to take part in more sports both in and out of school</li> <li>18% of pupils are already participating in a sports team and 62% of pupils would like to join one</li> <li>60% of pupils attend sports clubs at St. Anthony's</li> <li>In Key Stage 1 62% of pupils feel very healthy and 34% feel quite healthy</li> <li>In Key Stage 2 44% of pupils feel very healthy and 54% feel quite healthy</li> <li>The results of the Online Healthy Living Questionnaire provided the School with a deeper understanding of pupils' physical and mental well-being needs, enabling the targeting of learning in PE and health and well-being sessions to specific Year groups.</li> <li>Cross Curricular week had to be adapted due to COVID and we were unable to involve parents. Activities were carried out by each year group including science tasks, mental well-being tasks and sporting challenges such as Sports Day. These improved the pupils' understanding and knowledge of how to maintain a physically fit and healthy life style.</li> </ul>
Increased cross curricular links between sport and other subjects	<ul style="list-style-type: none"> <li>Continue to develop links between PE and aspects of the curriculum so that the PE teaching and learning becomes an embedded aspect of the learning taking place in the classroom, enabling children to make deeper connections.</li> <li>Introduction of Active Maths and English activities within PE sessions with a focus on aspects of Class Teaching which would benefit from consolidation in PE e.g. practicing a spelling- maths calculation etc.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers have an increased understanding of the PE Curriculum and are able to encourage the learning connections for pupils.</li> <li>Children are more able to make meaningful links between PE and other curriculum areas. They are also be able to consolidate their learning in other areas.</li> </ul>

Intention	Implementation	IMPACT
Further increase pupil participation and enjoyment of competitive sport	<ul style="list-style-type: none"> <li>Continue with Sports Awards- pupils will be chosen weekly by Mr Bromley to receive an award for sporting achievement or sportsmanship. Present pupils who are not regularly attending before and after school clubs with a token allowing them to attend any club session for free.</li> <li>Continue to provide those pupils who are competing in intra school and countywide competitions with medals and trophies to celebrate their achievement and encourage the growth of self-esteem and engagement in team sports.</li> <li>Expand intra school competitive leagues to enable more pupils to take part in competitive sports.</li> <li>Introduce themed intra school competitions focused on national and international sporting competitions throughout the year e.g. Rugby 6 Nations, Euro 2021, Wimbledon, Olympics etc.</li> </ul>	<ul style="list-style-type: none"> <li>By receiving recognition for their physical achievements children were further motivated to take part in additional physical activity and improve their own personal performance in sport.</li> <li>All children were encouraged to participate in competitive sport with an emphasis on equality and enjoyment.</li> <li>Pupils were inspired to not only take up the sport being showcased but also to develop an understanding of British values and traditions within sport</li> </ul>
Subsidise all extra- curricular school sporting clubs	<ul style="list-style-type: none"> <li>Parents/Guardians on low incomes whose child either receives Free School Meals or Pupil Premium funding, will not be required to pay the charge associated with sporting activities. The cost of all sporting activities are kept low for all parents.</li> </ul>	<ul style="list-style-type: none"> <li>More pupils have access to after school sports provisions.</li> </ul>
PE resources to be audited at the end of each academic year	<ul style="list-style-type: none"> <li>Pupils have access to quality resources that motivate and stimulate their learning.</li> </ul>	<ul style="list-style-type: none"> <li>All pupils are provided with broader experience of a range of sports and activities.</li> <li>Resources are appropriate and matched to the sporting requirement as well as pupils' needs and abilities.</li> </ul>

	<ul style="list-style-type: none"> <li>Resources demonstrate the variety of sports available including for example the purchase of new footballs to ensure that children are using the appropriate equipment for the activity.</li> </ul>	
<p>Mr Bromley to lead the teaching of swimming with children in Years 3/4/5 – 10 weeks per year group</p>	<ul style="list-style-type: none"> <li>Mr Bromley will continue to support members of staff (including Learning Assistants) in their teaching of swimming ensuring that they feel confident to teach their year group if required.</li> <li>All pupils will be taught how to swim competently, confidently and proficiently over a distance of at least 25 metres.</li> <li>All pupils will be taught how to effectively use a range of strokes e.g. front crawl, back stroke and breaststroke</li> <li>All pupils will receive be taught how to perform safe self-rescue in different water-based situations</li> <li>Pupils receive high quality swimming teaching</li> </ul>	<ul style="list-style-type: none"> <li>The school was unable to take children swimming due to COVID restrictions</li> </ul>

MEETING NATIONAL CURRICULUM REQUIREMENTS FOR SWIMMING AND WATER SAFETY 2020-21	Percentage of pupils
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.	<b>97%</b>
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	<b>94%</b>
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	<b>100%</b>
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?	<b>No</b>

The DfE is looking to see the impact of the funding on pupils' lifestyles and physical wellbeing by taking account of the following factors:

- the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
- the profile of PE and sport being raised across the school as a tool for whole school improvement
- 3.increased confidence, knowledge and skills of all staff in teaching PE and sport
- 4.broader experience of a range of sports and activities offered to all pupils
- 5.increased participation in competitive sport

\*Reliant on restrictions placed on the school by COVID.