**St John and Monica P.E and Sport Premium Funding breakdown (April 2020-March 2021)**

**PE and Sports at SS John and Monica Catholic Primary School**

Physical education and sports develops the children’s knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities.  These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities.  Physical education promotes an understanding in children of their bodies in action.  It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle.  Thus, we enable them to make informed choices about physical activity throughout their lives. At Ss John and Monica’s we aim to:

* To enable children to develop and explore physical skills with increasing control and co-ordination.
* To encourage children to work and play with others in a range of group situations
* To develop the way children, perform skills and apply rules and conventions for different activities;
* To increase children’s ability to use what they have learnt to improve the quality and control of their performance;
* To teach children to recognise and describe how their bodies feel during exercise;
* To develop the children’s enjoyment of physical activity through creativity and imagination;
* To develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.

We have a long and much celebrated history of playing sport. The funding has allowed us to develop and enhance this provision. The table below provides a breakdown of how we have spent the Sports Premium funding and the impact that this has had.

**Swimming**

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| **Year** | **% of Year 6 pupils achieving Swimming and Water Safety National Requirements** |
| **2020-21** | **Restricted due to Covid-19** |
| **2019-20** | **77%** |
| **2018-19** | **73%** |
| **2017-18** | **70%** |

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| Academic Year: 2019/20 | |
| Key Indicator 1: The engagement of all pupils in regular physical activity-Primary school children should undertake at least 30 minutes of physical activity per day in school | | | | | | | | | | | |
| Focus with intended impact on pupils: | Actions to achieve: | Evidence and Impact: | | | Funding: | | | Timescale | | Sustainability and next steps: | |
| To encourage our children to Sit Less and Move More for 60 minutes per day, 30 of these being during normal school hours. | Moseley Rugby Lunchtime Club booked All Year | Rugby lunchtime club from 12.15pm-1.15pm every Tuesday and Thursday accessed by pupils from Year 1-Year 6 (x2 coaches in KS1/KS2 playgrounds)  Pupils more actively engaged and have been able to develop their throwing and catching skills team participation | | | £75 | | | Autumn term 2020 (Covid- restricted further) | | Good relationship built up with these local sports based provider over the years who provide additional opportunities to keep pupils active at lunchtime. To continue 2021-22 | |
| To introduce ‘The Daily Mile’ initiative across school to encourage pupils to become fitter and healthier | To produce timetable to achieve the daily mile  To inform all staff, including teachers, Lunchtime Supervisors and Sports Ambassadors of what the Daily Mile entails | Children regularly participating in 15 mins activity whereby they run or jog, thus increasing physical fitness and stamina whilst having fun | | | None | | | Introduced Aut 2019  ongoing | | Regular running/jogging at lunchtime to be sustained in some capacity 2021-22 regardless of national initiative | |
| To improve the quality of playground equipment in order for the children to develop their fundamental movement skills in balancing, coordination and using a variety of apparatus skilfully | New Trim Trail repairs and replacement. | Health and Safety assessment completed, quote established and booked for replenishment. Ongoing due to Covid. | | | £3664.19 | | | Sum 20 (ongoing) | | Safety checks regularly by professional company used. | |
| To train Play Leaders to deliver games based activities during lunchtimes. Due to covid-restrictions, this is kept within class bubbles. Pupils learn basic games skills such as co-operation and sharing and develop their small ball/equipment skills | Training of Play Leaders at local secondary sports college (partially delivered)  Monitoring and further training of Play Leaders by P.E Lead via PE Lead | Children in KS2 appointed class play leaders, evidence of children designing own games and following those in the booklet. Play during lunch times is focussed and productive, less behavioural issues and playground equipment boxes used for purpose. | | | Covered through Bishop Challoner Silver Package  £4,945 | | | Sep 2020 Continuous provision throughout the year | | This needs to be further promoted in KS2 as not implemented fully. | |
| To promote physical activity through the school’s Travel Plan | Promotion of WOW Walk to School initiative and Biking/Scooting to school | Through Walk to School Initiative, there has been an increase in pupils walking all/part of the way to school. Numbers of pupils coming to school on bikes/scooters increased with last year’s initiatives including ‘Bling your bike to school’ | | | None | | | ongoing | | School Travel plan gains strength as school works towards the national Modeshift Stars Bronze Award  Biking initiatives, including Bikeability (Y6) to be promoted sum 2021 | |
| To implement the Commonwealth challenge. | Promotion of Commonwealth activities calendar. | Whole-school activity set on Seesaw remote learning platform to promote daily exercise for all families. | | | None | | | Jan 21 | | Send updates and encourage staff to promote in line with Commonwealth games 2022. Links to geography. | |
| To implement Whole-school healthy lives timetable. | Healthy lives timetable set via remote learning platform Seesaw. | Every student has same timetable so all students doing same activity. Range of sources used for activities for example, Change4Life healthy lives calendar task, Joe Wicks, and Just Dance-Offs. Log provided for these and any other exercise done daily, i.e. bike ride. | | | None | | | Jan 21 | | Teachers to promote and consistently remind children to complete. Rewards to be given. | |
| Key Indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement | | | | | | | | | | | |
| Focus with intended impact on pupils: | Actions to achieve: | | Evidence and Impact: | | | Funding: | | Timescale: | | Sustainability and next steps: | |
| To raise the profile of PE and Sport by participating in various initiatives including Whole-School Healthy lives timetable of activities and Promotion of Park Stars Passport | To promote timetable of healthy lives across school regularly through achievement awards.  To produce Park Star Passports and certificates. | | Whole school following daily activities on healthy lives timetable, children (home-learning) sending in evidence of participation.  Whole-school February half-term project Park stars set out in line with local council initiative. Passport provided as a whole-school initiative to promote use of green spaces and forest school type activities over the half term. | | | none | | on-going | | Consistent reward and recognition of individual and whole class participation.  Multi-skills after school club to be reviewed on a half-termly basis to evaluate numbers and uptake of club. Physical disciplines covered to be reviewed and rotated (Paused due to covid) | |
| To implement school Games Values into PE lessons | Staff CPD provided by Bishop Challoner Catholic School. Spr/Sum term posters visible in sports use areas i.e. hall | | School Games Values used as a promotion of PSHE intends to achieve further participation and raise the profile through building confidence of all learners in PE and shifting the focus of the competitive element | | |  | | ongoing | | Feedback from class teachers gained half termly and next steps to initiate a rewards system within PE to promote the values.  Now used as value winner awards for school games festivals half-termly and part of PE Policy. | |
| To train school Sports Ambassadors to raise the profile of PE and sport in school | Taking up training of Sports Ambassadors at local sports college  Action Plan completed by PE Lead  By giving Sports Ambassadors additional training and opportunities to promote PE and sports in school | | Sports Ambassadors have had a positive impact on raising various initiatives and the profile of PE and sports in general  Children designed and presented an assembly about their role and to boost participation of children in the Daily Mile. Bronze Ambassadors then responsible for embedding the Daily Mile initiatives at lunchtime  Their role has given each Sports Ambassador increased confidence and a range of other skills including collaboration, leadership and communication. All of which they can take with them as they transition to secondary education | | | Covered through Bishop Challoner Package  £4,945 | | Training: postponed  Continuous provision throughout the year | | Sports Ambassadors training package is part of the subscription for specialist sports provision offered by Bishop Challoner Catholic College | |
| To Signpost children to our local community sporting clubs to raise the profile of sport | Disseminating leaflets for local sporting clubs/activities, promotion in the newsletter and through school noticeboard, inviting local sporting providers in for taster sessions for pupils | | School community informed about local sporting events and clubs available for their children to sign up to e.g. signposting to local cricket, tennis, rugby clubs | | | None | | On-going | | To continue to build on the positive relationship already established between the school and local sports clubs | |
| To raise profile of Health and Fitness | Use of comprehensive Healthy eating/exercise timetable/ playground games/ play leadership/ Commonwealth challenge/ Healthy Schools Change4Life. to be circulated to the school community | | School community more aware of how to stay healthy and keep fit | | | None | | ongoing | | To be purchased on a rolling programme  All staff provided with healthy lifestyles curriculum as part of PE provision. | |
| To replenish PE equipment for apparatus sports like gymnastics. | Purchase of PE Mats, Benches, and Trolley | | Allows for greater partner work and the use of a variety of apparatus which provides differentiation within Gymnastics. | | | Mats- £339.80  Trolley- £234.95  Benches x2- totalling £407.10 | | January 21 | | To train staff on how to use the equipment efficiently. | |
| To raise overall well-being through physical activity. | To purchase yoga cards for staff to use in daily mindfulness. | | Daily mindfulness and Yoga cards used to support staff in delivering mindful physical activity. | | | £74.55 | | ongoing | | Promotion of use of cards by students as well as staff delivering. | |
| Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and Sport | | | | | | | | | | | |
| Focus with intended impact on pupils: | Actions to achieve: | | Evidence and Impact: | | | Funding: | | Timescale: | | Sustainability and next steps: | |
| To Increase the knowledge and skills of staff in teaching PE | Purchase of specialist sports package (Silver) from Bishop Challoner Catholic College | | 3 CPD sessions and other modelling PE modelling sessions throughout the year provided by Bishop Challoner specialist PE staff have helped teachers to improve their competence and delivery of invasion games, dance, gymnastic, net/wall games, outdoor and adventurous activities, striking and fielding games and athletics  Improved PE teaching evidenced with strategies learnt and implemented in PE lessons. Standards and pupil attitudes have been observed through high quality teaching and provision of PE  Other benefits of the structured CPD package include supporting the new PE Co-coordinators who is mastering the skills and responsibilities of leading the subject. New strategies disseminated by PE Coordinator in response to new incentives outlined at PE Coordinator Meetings. | | | Covered through Bishop Challoner Package  £4,945 | | 4 x ½ day PE modelling sessions  3x ½ day PE Co-ordinator meetings | | PE and sports package continues to deliver on requirements needed to improve the provision of PE in school. Package to be bought into again next year (either Silver or Gold) | |
| To provide a fluid and consistent approach to PE teaching and assessment across the school | Purchase of PE Hub subscription that provides lesson plans/ video tutorials/ skill progression/ assessment tool | | All teachers provided with new hard copy folders of planning, policy, curriculum overview and intent. This is in line with the intra-school games festivals, school games values and promotion of progression of skills from reception to year 6. | | | £455 annual subscription | | annual | | Teachers to fully promote showcase of skills and organise intra-school festivals when Covid allows for. | |
| To complete a comprehensive assessment of PE attainment as a whole school approach. | Purchase of PE Hub subscription that provides lesson plans/ video tutorials/ skill progression/ assessment tool | | CPD provided by PE Lead on how to complete assessment using excel document. Assessment completed through ‘Head, Hand, Heart’ approach. Assessments to be completed at end of each unit of study. | | | £455  Annual subscription | | annual | | PE Lead to continue to remind staff to complete base and end point data for each half termly unit of work. | |
| To implement differentiation throughout whole-school PE. | Use of STEP initiative | | STEP initiative detailed in PE Folder, promotes use of space, task, equipment and people to alter and differentiate activities for all learnings, gifted and SEND. | | | none | |  | | CPD Practical PE with staff to show how activities can be altered. | |
| To increase whole-staff knowledge of how to improve fundamental movement skills, sportsmanship, fitness and ball skills throughout the school day. | Daily mindfulness activities by all classes.  CPD Dinner supervisors.  CPD Class Teachers on Play leaders.  Playground equipment boxes. | | Daily mindfulness includes movement breaks and Yoga to promote overall wellbeing, increase concentration and balance/ coordination.  CPD for Dinner supervisors to promote new playground games booklet, and school games scoring card. This lead to children actively engaged in productive play linked to PE skills, and children becoming independent in sharing games with friends and making up their own.  Powerpoint made and shared with class teachers. KS2 to be appointed playleaders (to counteract covid restrictions)  Playground equipment boxes have range of equipment that meet the requirements of the playground games booklet given to dinner staff, and the playleaders booklet given to students. | | | None | | Termly training for dinner supervisors and staff | | Further CPD for staff to improve playground games and skills when covering duty. | |
| Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | | | | | | | | |
| Focus with intended impact on pupils: | Actions to achieve: | | Evidence and impact: | | | Funding: | | | Timescale: | | Sustainability and next steps: |
| To provide a broader range of physical activities offered to all pupils. |  | | Pupils benefit from opportunities to develop their physical and teamwork skills through external multi-skills days and other athletic skills days | | | PE and Sports Silver package  £4,945.00 | | | Apr 20-Mar 21 | | PE and sports package continues to deliver on requirements needed to improve opportunities for competition. Package to be bought into again next year (either Silver or Gold) |
| To provide a broader range of physical activities offered to all pupils | Organisation of half termly Active Curriculum Days, including inviting external coaches in to support the facilitation of the day | | All pupils participate in half termly Active Curriculum days and benefit from being active through a range of core and non-core subjects. Additional physical skills have been developed through visiting coaches | | | Visitor dependent. (Covid Restricted) | | | X6 per year | | Half-termly Active Curriculum days to be planned in next year. Ideas physical activity can be promoted through cross-curricular links to be disseminated. A broader range of visiting coaches to be sought to support the days |
| To provide a broader range of physical activities offered to all pupils | Royal Ballet Workshop | | All Year 1 pupils participated in a Royal Ballet Workshop and gained a greater understanding of ballet  Creating community links as the company was the Royal Ballet Company based at The Hippodrome in Birmingham  Programme provides an opportunity for potential budding ballet dancers to be invited to attend sessions at Royal the ballet school | | | £175.00 | | | Virtual Programme | | The school has been involved in this programme for several years now and will continue to do so for as long as it is sustainable |
| To provide a broader experience of a range of physical activities | To secure specialist Forest School teacher to develop the children’s physical skills through Forest School activities  Forest School specialist to provide CPD twilight session to staff to develop staff’s confidence in delivering Level 1 Forest School activities | | Delivery of the Forest School Programme and After School Club by Specialist Forest School teacher to all classes. Evidence of children’s gross motor skills being developed through activities such as orienteering, safe climbing  Regular Forest School activities has contributed to positive attitudes, health and well-being | | | Cost vired from annual Forest School budget  £7,480.00 | | | All Year | | After observation and feedback from staff, pupils and parents has been extremely positive about the benefits of regular Forest School participation and the skills developed |
| Key Indicator 5: Increased participation in competitive sport | | | | | | | | | | | |
| Focus with intended impact on pupils: | Actions to achieve: | | | Evidence and Impact: | | Funding: | Timescale: | | | Sustainability and next steps: | |
| To increase pupil’s participation in competitive sport both inside and outside of normal school hours. | Purchase of specialist sports provision to provide opportunities for pupils to take part in a range of competitive events e.g., Dodgeball  School to provide transport for the pupils so that they can attend all sporting competitions outside of normal school hours e.g. Billesley Tennis Centre, Moseley School | | | Opportunities for students to engage in competitive sports through  tournaments outside school who would not normally do so. Thus developing skills such as self-belief and passion  Pupils attending a range of competitions e.g., Alexander Stadium Catholic Sports, and other competitions developing skills such as team work, determination and respect for competition | | PE and Sports Silver package  Covered through Bishop Challoner Package  £4945.00  Cost of Transport to competitions  N/A due to Covid | Apr 20-Mar 21  (Covid Restricted) | | | School has participated in organised competitions through Bishop Challoner Sports College for many years now and will continue to do so | |
| To increase intra-school competition in sport. | Using PE Hub curriculum where year groups participate in similar units on a 2 –yearly cycle so that they can compete half-termly. | | | Half-termly schools games festivals (within bubbles due to Covid). Certificates for individual and team effort. | | Annual Subscription of | Annual | | | Further promote festivals by inviting parents in to celebrate the show case of talent. | |

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| Use of funding | Cost |
| **Total expenditure** | £17,850.59 |
| **Unspent Balance** | N/A |
| **Excess Spent** | £55.59 |

**Sports Premium Funding 2020/21 = £17,795.00**