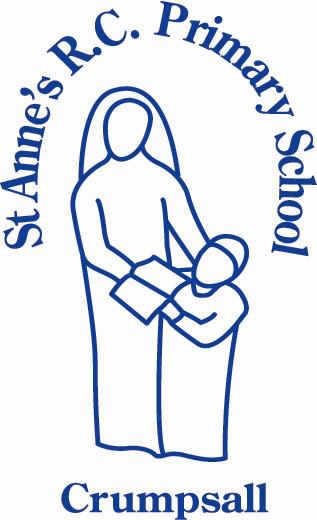
Evidencing the Impact

of the

Sport and PE Premium



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| Key achievements to date until July 2020: | Areas for further improvement and baseline evidence of need: |
| * Box2bfit equipment purchased and after-school club set up. * Key stage 1 and EYFS ScootFit experience day * Inspirational Paralympian visit * Key Stage 2 Sports Day at the indoor Etihad arena allowing all key stage 2 children to take part in competitive sport * Sport leaders running a Key Stage 1 sports club giving children leadership opportunities | * Continued investment in resources to help teach PE and encourage active playtimes. * Build links with local sports clubs * Broaden activities offered to appeal to more children * Use Premium to improve and enhance mental health and healthy lifestyles. * Continue to invest in staff professional development to ensure high quality PE is taught throughout the school |

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| Meeting national curriculum requirements for swimming and water safety – nb figures for Yr6 2020-21 cohort | |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?  **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. | 78% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 65% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 38% |
| 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  In Summer 2020 |

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| **Academic Year:** 2019/2020 | **Total fund allocated:** £18,337.68 | | **Date Updated: July 2020** | | |  |
| **Key indicator 1:** The engagement of all 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: |
| 31% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | | | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| All children to take part in all PE lessons. | Spare PE kits to be purchased for each year group to ensure all children take part in curriculum PE. | | | £200 | More children participating in PE lessons. | Swimwear to be purchased to ensure nobody misses out on the opportunity to swim. |
| EYFS to have structured active play sessions. | Man City in the Community | | | £1425 | Reception and nursery children to back in a sequence of lessons that promoted the fundamental movement skills | Staff to use what they have observed to implement them in active play in EYFS. |
| Year 6 top up swimming lessons | Book in session in summer term. | | | TBC |  | Children have life skills. Provide other year groups with the opportunity to go swimming.  Children to be given the opportunity to get swimming awards. |
| Access to resources to encourage active play. | Playtime equipment to be purchased and replenished. | | | £2000 | Active break times improving fitness – targets set for self-improvements during sports days.  Zoned areas manned by Sports Leader to ensure active break times. | Encourage children to look after the equipment. Buy storage equipment to help facilitate this. |
| Access to high quality resources to improve engagement. | Purchase boxing equipment.  Purchase rhythmic gymnastics equipment.  Costumes for themed dances. | | | £2000 | Increased engagement and performances to motivate the children. | Implement new curriculum and resource accordingly.  Opportunities to see dance shows and sports events to inspire. |
| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | | | Percentage of total allocation: |
| 42% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | | | Evidence and impact: | Sustainability and suggested next steps: |
| Race to Tokyo to celebrate Summer Olympics | Take part in the activities to win the opportunity for an inspirational athlete visit. |  | | | Children to learn about the Olympics and try Olympic events to inspire. | Resource activities that the children enjoy. |
| Development of Sports Leaders using Sports Leader UK | Sport badges and hoodies to be purchased.  Display space for leader.  Sport leaders to run after school club | £99 | | | Promoting sporting values and encouraging other so be a good sportsperson has helped other children in younger year groups to want to become a sports leader. | Develop St Anne’s Values with sport leaders and pupils to be in charge of newsletters. |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | | Percentage of total allocation: |
| 16 % |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | | Evidence and impact: | Sustainability and suggested next steps: |
| Staff training in gymnastics. | Gymnastics continuing professional development twilight for teachers.  PE Coordinator and Sports Coach to go on training courses and feedback best practices.  PE Coordinator to develop medium term plans in gymnastics. | £200  £195 | | Staff familiar with correct terminology and how to teach areas of gymnastics. | Information on staff share for staff to refer to.  Iris lessons to be shared to show good practice.  Medium term plans to be updated to suit needs of the children. |
| HLTA Sport Assistant | Sport teaching assistant to help lead, plan and teach outdoor games, after school clubs and competitions.  Teaching assistant to help with the professional development of other staff to increase their confidence and skills.  Sports Coach to develop medium term plans in Games  To help structure and manage active break times. | £7000 | | Active lunch times see more engagement for children.  Outdoor games planned to reflect the aims and ethos of St Anne’s. | Continued focus on training to upskill teachers. |
| Scheme of work for dance | Dance notes to be purchased to help the support the teaching of dance. | £216 | | Structures lessons with clear focusses. |  |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | | Percentage of total allocation: |
| 19% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Scootfit | Scootfit for Key Stage 1 and EYFS to allow children an opportunity to try a scooter. | | £540 |  | Purchase scooters for school. |
| Key Stage 2 Box2bfit | Children to be given an opportunity to take part in a box2fit day to experience a new way to get fit.  After school club to be offered to increase engagement. | | £800 |  | Set up boxing clubs. |
| 3 Sports days at the Etihad Indoor Arena | Three sports days planned in throughout the year.  Key Stage 2 children to have access to high quality athletics equipment to develop values and improve skills. | | £200 TBC | Children understand the benefit of physical activities. They were encouraged to set personal targets to improve their performances. |  |
| Debdale Outdoor Sports Centre  Graystone action sports centre | Opportunities for key stage 2 classes to experience water sports  Action sport taster days | | £2000 |  | Buy resources to reflect some of the activities trialled. |

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| **Key indicator 5:** Increased participation in competitive sport | | | | | Percentage of total allocation: |
| 8 % |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | | Funding | Evidence and impact. | Sustainability and suggested  next steps: |
| Increased opportunities for school competitions and track, field and OAA activities. | 2/3 sports days to be arranged throughout the academic year with the winning team getting opportunities to go to an active reward. | £187.56 X 3 | | Children showing improvement in results.  Children show support to their team mates and opposing teams. A range of skills including motivation, resilience and competitiveness have been showcased on this days. | More competitions to be run in school with assemblies to celebrate results. |
| Manchester Schools PE Competitions | Apply to take part in a range of competitions  Run sport clubs to train for competitions.  Transport | £900 | | More children competing in sports competitions with inspire competitions that focus on School Games Values. | Set up competitions with local schools with similar format. |

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