

Impact report 2019/2020

PE and Sports at St Paul's C of E Primary

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Points to note:

- COVID year – school closure March
- Contracts were honoured so spending remained the same
- Swimming not continued so 1 ½ classes didn't get swimming
- Staff sickness
- Resources ended up being used to support pupils away from PE lessons to avoid cross contamination at play and lunch so will need replenishing with 2020/2021 budget.
- Fitness levels dropped after lockdown
- Obesity on the increase



St Paul's CE Primary School

Funding: Total - £18,659 Intended spend - £19344.50 – Budget spent with contracts being honoured Contribution from St Paul's beyond the PPSP grant = £685.50 Intended spending, breakdown: P.Callaghan – Forrest school for year £4500 (split with PTA for sustainability) so £2250 PSC (primary sports coaching) PECS (PE curriculum support programme) - £6080 Maths on the move (aspire) - £1280 Subsidy of broader experience of range of sports (squash, tennis, BMX etc) – £1000 % of playleaders time – £5472 Competitions – (transport 14 x £50 = £700, 14 x £27.50 = £385) - £1085 Resources - £1000 PE subject lead time to manage staff and consultants – (3 x supply £155) - £465 City in the community EYFS - £712.50				
Academic Year: 2019/20		Total fund allocated: £18659		Date Updated: September 2020
Highlighted in yellow are actions met			Highlighted in blue are actions to carry forward	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: 29% - £5556.24
Intent School focus with clarity on intended impact on pupils:	Implementation Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps: Actions for 2020/2021
<ul style="list-style-type: none"> • Fitness level of pupils increase (measure with test) • Attainment in PE raised in target years and maintained in others • Pupils to enjoy PE and sports • Coverage of a progressive and challenging curriculum available for all • Target pupils motor skills improved • Pupils offered 30 minutes per day if spread in the week • Evidence of active minutes 	<ul style="list-style-type: none"> • Continue with all pupils having minimum of 2 hours curriculum PE • Focus of differentiation in all lesson, monitored • Gross motor skills groups increase • Fitness groups increase • Include afterschool session for vulnerable pupils • Lunchtime play leaders introduced to EYFS • Monitor active minutes in school • City to deliver 1-hour session in EYFS a week • Create a timetable of active minutes 	<ul style="list-style-type: none"> £356.25 (1/2 city EYFS) £1368 (1/4 playleaders) £750 (f.school) £2026.66 (PECS) £640 (maths on move) 	<ul style="list-style-type: none"> • Pupils up till March 2020 had 2 hours of PE minimum – fitness was increasing. • Monitoring only completed for year 3/4. • Gross motor skills was working well and pupil feedback positive. • Maths on the move first places for vulnerable- enjoyment high and increased activity. • ALL EYFS took role of playleaders and staff feedback was lunchtimes were organised and increased activity. 	<ul style="list-style-type: none"> • Fitness has been impacted greatly by COVID and MUST be a focus of spend 2020/21 • Active minutes out of PE lessons needs monitoring and increasing where possible. • Monitor differentiation for other teams. • Data not available for 2019/2020 COVID

<ul style="list-style-type: none"> available Number of pupils in working below levels of fitness increased EYFS active minutes increased More able pupils challenged % of pupils in expected and exceeding increased <p>Data not available for 2019/2020 COVID</p>		<p>£93 (subject lead time)</p> <p>£333.33 (resources)</p> <p>All contract were honoured.</p>	<ul style="list-style-type: none"> City delivered sessions for all reception increasing active minutes for the ½ hour for each group a week. More able pupils challenged evidence found in observations and in pupil voice work. PE curriculum, reviewed, updated and new LTP created. <p>All teams ensured physical activities were part of remote learning and parents/pupils were signposted to many websites. Pupils in school participated in increased physical activity including fitness sessions.</p>	
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p>
				<p>9% - £1794.33</p>
<p>Impact School focus with clarity on intended impact on pupils:</p> <ul style="list-style-type: none"> Survey to show areas where profile is low for future actions Pupils to enjoy PE and Sport Level of fitness to increase More pupils participate in external and internal opportunities More parents able to access sports out of school and raise profile of healthy living outside school Pupils awareness of relevant news relating to sport and raise excitement aiming to inspire pupils to aim high. Walk to school to involve all parents and careers and pupil pressure on parents to encourage sport and healthy 	<p>Intentions/implementation Actions to achieve:</p> <ul style="list-style-type: none"> Measure impact of actions through pupil voice survey. Establish new website and use of social media to celebrate sports events. Participate in national walk to school week Termly assembly from sports council Continue sport council and raise their profile around school and in One Voice Set up area on website to sign post parents to clubs and local events Meet governor 2x not once in the year and meet sports council Photographer in school to show images of progression 	<p>Funding allocated:</p> <p>£1368 (1/4 playleaders)</p> <p>£93 (subject lead time)</p> <p>£333.33 (resources)</p>	<p>Evidence and impact:</p> <ul style="list-style-type: none"> AL observed the sports leaders assemblies and they were well prepared and pupils enjoyed the messages. Ensuring sport and healthy living seen as priority by all pupils. Pupils became aware of many sporting events. Sports board updated. Pupils in the sports leaders group fed back the enjoyment they got from the sessions and the staff noted changes in confidence for a number of pupils. Governors had action plan and impact report from 2018/2019 	<p>Sustainability and suggested next steps:</p> <p>Carry forward all blue actions due to COVID.</p> <p>Sports leaders were very successful till March, assemblies were monitored and quality delivery by pupils. One voice is a very sustainable way to get messages across and must continue.</p> <p>Sports leaders to continue from Autumn 2.</p>

<p>lifestyles.</p> <ul style="list-style-type: none">• Self esteem of pupils raised, good role models for others to aspire to• Involvement of governors' challenge and monitor funding ensuring a whole school approach and that intention of PE is embedding the whole school aims and intentions.• Make PE visible around the school.			<p>presented, time for reviews didn't happen as COVID became priority.</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				17%- £3225.91
Impact	Intention	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>School focus with clarity on intended impact on pupils:</p> <ul style="list-style-type: none"> Target staff to be upskilled in specific needs. Attainment of pupils improved or maintained – no data Enhanced quality of teaching and learning Pupils to be challenged Pupils to participate with enjoyment Pupils to be able to sustain physical activity in a safe environment JF to lead a quality PE curriculum with confidence impacting of progress of all staff and pupils Pupils to be offered new opportunities and a wider scale once staff upskilled More competent and confident staff. 	<p>Actions to achieve:</p> <ul style="list-style-type: none"> Next level of training bespoke from PSC with the PECS programme PC employed to deliver and upskill forest schools (2 staff) City in EYFS upskill EY1 an EY2 JF attend PE lead Add to portfolio for staff to see expectations JF to grow in confidence when discussing the: intent courses, implementation and impact of PE and sport at St Paul's 	<p>£356.25 (1/2 city)</p> <p>£750 (f.school)</p> <p>£2026.66 (PECS)</p> <p>£93 (subject lead time)</p>	<p>Evidence and impact:</p> <ul style="list-style-type: none"> PECS delivered for 1 ½ terms to 4 staff, staff gaining confidence but mentor was swapped ½ way through which led to a dip for a few weeks. All staff felt more confident and gained skills in areas they had identified as a weakness. Forest school observed by 1 member of staff who is building bank of ideas for future lessons – only 5/6 and ½ term forest school delivered with COVID. EYFS teams feedback that City had increased their knowledge of outdoor games for reception pupils. JF attended all PE leads and has taken on a wider role since. 	<p>Sustainability and suggested next steps:</p> <p>Include un actioned points in 2020/2021.</p> <p>Continue with FS, but hold off with PECS due to COVID.</p> <p>Focus for staff will be ensuring they have the tools and planning for fitness sessions and active learning to ensure pupils fitness is a focus having observed current levels of fitness.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				22%- £4184.33

<p>Impact School focus with clarity on intended impact on pupils:</p> <ul style="list-style-type: none"> • Increase participation in wider opportunities outside school • Pupils to enjoy a wide variety of clubs whatever the barriers • Fitness levels increase • New opportunity (FS) in place and pupils' attitude to PE and sport and wellbeing improved • Opportunities for extended O&A increased. • Resilience of pupils increased • 	<p>Implementation Actions to achieve:</p> <ul style="list-style-type: none"> • Monitor the activities pupils participate out of school in local community and share • Continue after school clubs' format and allocation, target children to join who previously haven't. • Invite BMX team and any external free offers, if successful invest • Provide further information to families on local sports opportunities and holiday clubs – website • Forest schools for target groups • Ghyll head increase of numbers • Bike right to be offered to year 5 and year 6 	<p>Funding allocated:</p> <p>£1368 (1/4 playleaders)</p> <p>£750 (f.school)</p> <p>£640 (maths on move)</p> <p>£1000 (broader range subsidy)</p> <p>£93 (subject lead time)</p> <p>£333.33 (resources)</p>	<p>Evidence and impact:</p> <ul style="list-style-type: none"> • Up till March target pupils were invited to Maths on the move. In addition all pupils in KS1 and KS2 were offered a minimum of 1 physically active per week after school. • Forest school targeted PP group and pupils identified as low self esteem and overweight. • Ghyll Head had highest % of attendees with 41 going for the full week, all feedback from staff/parents and pupils was pupils had tried new experiences and gained new skills. • Bike right was offered to all year 5 pupils with 39 of the cohort attending and 6 year 6 who had missed the previous year. Fitness increased and more pupils used bikes as transport. 	<p>Sustainability and suggested next steps:</p> <p>Include un actioned points in 2020/2021.</p> <p>FS will need to be for one bubble.</p> <p>Broader experiences will have to be in school due to social distancing but as these drop we need to encourage pupils to join outside clubs due to fitness and lack of social interaction for some families.</p>
<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation:</p> <p>23%- £4572.66</p>
<p>Impact School focus with clarity on intended impact on pupils:</p>	<p>Implementation Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	

<ul style="list-style-type: none"> Higher % of pupils included in lunchtime competition Intra sport inspire pupils in KS1 Skill level of pupils in competition increase Resilience of pupils in competition improved More able pupils challenged in competitive setting Increase number of pupils in inter sports completions Pupils enjoyment of sport increase 	<ul style="list-style-type: none"> Extend lunchtime competitive element with support of PSC Join Manchester Association for PE and enter their competition calendar. Add intra competition to KS1 – PECS support Maintain level of participation in inter sports competition min 10 aim for 15. 	<p>£1368 (1/4 playleaders)</p> <p>£2026.66 (PECS)</p> <p>£1085 (comps)</p> <p>£93 (subject lead time)</p>	<p>School was awarded recognition to Manchester sports certificate in Spring term.</p> <p>Competitions were cut short with COVID however we had already attended 5. Of which we were recognised for our contribution and dedication to sport in Manchester.</p> <p>Intra was introduced to year 3/4 but not KS1.</p> <p>Lunchtime had 2 zones dedicated to competitive sports. Ensuring more opportunities for pupils to get involved.</p> <p>PSC took on role 1 lunchtime a week to support pupils who had upcoming competitions so they were prepared. – confidence and skill level grew</p>	<p>Sustainability and suggested next steps:</p> <p>When restrictions lifted ensure St Pauls remains involved in competitions.</p> <p>Increase INTRA competitions to ensure pupils have experience.</p> <p>New lunchtime systems (3 sittings) to continue with 2 competitive zones.</p> <p>No SH for year 3/4 so need to train CW in this role.</p>
<p>Additional actions – leadership and management</p>				<p>Percentage of total allocation:</p> <p style="text-align: center;">%</p>
<p>Impact</p> <p>School focus with clarity on intended impact on pupils and staff:</p> <ul style="list-style-type: none"> More confident and competent staff. Enhanced quality of teaching and learning 	<p>Implementation</p> <p>Actions to achieve:</p> <p>Continue to phase in new subject leader</p>	<p>Funding allocated:</p> <p>£465 – split with 5 indicators - £93 each.</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p> <p>JF to continue with competitions.</p> <p>JF has taken a major role when</p>

<ul style="list-style-type: none"> Improved standards/ standards maintained. Increased pupil participation More pupils involved in competition Developing leadership skills Increase staff knowledge and understanding Action plan to be written and impact report written 	<p>Update action plan regularly to demonstrate when actions and impact are happening.</p> <p>Continue with the analysis of assessment grids.</p> <p>Analyse the data from fitness system created.</p> <p>Monitor planning and teaching</p> <p>Update portfolio</p> <p>Manage and run sports council</p> <p>Manage and run competitions</p> <p>Report to governors and SMT</p> <p>Write action plans and impact reports.</p>			<p>re designing the PE curriculum having made positive changes with year 3/4 lessons.</p> <p>JF continue to run sports leaders and special days.</p> <p>JF to have opportunity to compete a deep dive into PE with support of AL.</p>
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