St Thomas of Canterbury RC Primary School

Sport Premium 2020/21

Spending breakdown

**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

**Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement

 **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport

**Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils

**Key indicator 5**: Increased participation in competitive sport

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| **Academic Year:** 2020/21 | **Total fund allocated:** £19,720 | **Date Updated: July 2021** |  |
| **Impact** | **Implementation** | **Impact**  | **Sustainability & suggested next steps**  |
| Objective | Key Indicatorlink  | Action | Funding Allocationapproximation | Evidence of impact: what do pupils now know and what can they now do? What has changed?: |
| * Continue to develop children’s fundamental movement skills and close the gap for children who did not meet Physical Development ELG in Reception.
* Use Mike Thompson to deliver Physical Literacy sessions to Reception, Year 1 & Year 2.
* Introduce Physical Literacy sessions to Nursery to close the gap in physical development and raise attainment of physical development early learning goal
 | 23 | * Liaise with Mike Thompson to arrange Physical Literacy for Nursery, Reception, Year 1 & Year 2 throughout the year.
* Ensure staff are present and actively engaged in CPD opportunities that arise from these sessions
 | £3,500 | Physical literacy sessions, delivered by Mike Thompson, continued to positively impact the progress in EYFS and KS1. The focus of agility, balance, & coordination within physical literacy, has provided children with skills they can apply further up the school and within other curriculum areas. | The skills acquired in Physical Literacy help to support the children’s progress & further development of fundamental movement skills year on year and across units of work within PE.**Next step;**Children should continue engage in Physical Literacy Sessions to help close the gap in PE from entry to ARE in Year 1.  |
| * Salford Community Leisure (SCL) to continue to deliver PE sessions for our KS2 children. SCL have a range of specialist coaches in different areas of sport and provide staff with CPD opportunities during the lesson
* To continue to run and build on the success of the multi-sports club from the previous years to target children working below ARE.
 | 234 | * Liaise with SCL and resign for academic year
* Ensure staff are present and actively engaged in CPD opportunities that arise from these sessions
* Liaise with SCL Sports Coach
* Ensure club plugs gaps in skills, raises confidence & self-esteem.
* Attendance at multi sports club will be reviewed on a termly basis in order to reach out to as many children working towards ARE as possible.
* Invite MSC children to competitive tournaments
 | £8,960£2,000 | SCL & All Hallows continues to develop staff subject knowledge & pedagogy of PE, specifically within the Games strand of the PE curriculum. Providing staff with knowledge, which is transferable into other PE curriculum lessons. Our external delivery also enables teaching staff & teaching assistants opportunities to look at ways to support groups of children during PE lessons, particularly SEN. | The CPD gained from external delivery improves the teaching & learning within PE lessons and quality of whole school PE curriculum **Next steps;** Continue to observe the external delivery by coaches |
| * Provide year round CPD for our lunch time supervisors to raise the profile of sporting games/activities during dinner time play and ensure they have the skills and knowledge of equipment to deliver these sessions throughout the week.
* Provide UKS2 children with further leadership opportunities through playground leaders
 | 124 | * Liaise with SCL who will provide planning & support supervisors in engaging the children and leading the games.
* Check and reorder the necessary equipment
 | £450 | Playground leaders have continued to promote sport during dinner play this year, with 15% of children continuing to raise the profile of outdoor games. The playground leaders have effectively engaged reluctant pupils and developed confidence and participation in sport across all year groups. They have also developed leadership skills which can be used in other sporting contexts. | The CPD delivered to lunchtime supervisors to raise the profile in sport will continue to be delivered by school staff for the foreseeable future once staff are adequately trained. **Next steps;** Our PE Lead will monitor delivery & continue to support staff when needed. Lunch time supervisors will use planning provided by SCL & equipment provided by the school; |
| * Provide CPD opportunities to develop staff confidence and knowledge of Gym & Dance
 | 3 | * Liaise with other schools/agencies provide CPD session for all staff
* Organise non-contact time for staff to develop confidence and knowledge of Gym and Dance curriculum
 | £500 | The CPD opportunity provide for Gym at Birchfields, which directly mirrored the Val Sabin curriculum, has equipped staff with the skills & knowledge to deliver a high quality Gym lessons. Children have now begun to develop skills relevant to their year group ARE and CPD has also increased the time & opportunity for the children to explore movement on gymnastics equipment in lessons | The teaching staff will continue to apply these skills & knowledge gained within their delivery of curriculum lessons throughout the year. **Next steps;** Continue to upskill the teaching assistant’s knowledge who also support the delivery of Gym.Ensure sufficient opportunity to refresh & revisit best practice in GymOffer further opportunity once COVID restrictions are lifted to develop the Dance strand of PE curriculum to ensure sustainable teaching. |
| * Continue to provide staff with access to high quality schemes of work and appropriate resources and equipment
 | 3 | * Monitor and ensure consistent curriculum teaching and learning opportunities across all year groups
* Provide in house support to class teachers where necessary
 | £950 | Children are now offered a progressive PE curriculum, which encompasses all 3 strands of PE. Children enjoy taking part in PE and participation has increased over the last year. The scheme of work continues to be well resources and the equipment is replaced regularly to ensure planned learning opportunities can take place. | The scheme is non-subscription scheme which can be used year on year at no additional cost.**Next steps;** Continue to review and monitor the quality & accessibility of PE curriculum to ensure it is suitable for our children |
| * To develop a range of outdoor adventure activities and experiences and expose the Year 6 children to outdoor adventurous activities
 | 4 | * Resource OAA activities/ scheme for each year group to ensure breadth and quality of opportunity in OAA
* Subsiding the annual residential trip;
 | £1,000 | Children KS2 attended external OAA delivery at the Kelly Hansen water sports centre. This opportunity widened the curriculum sporting experiences of pupils and further inspired some to engage in sport outside of school. The school also invested in a progressive OAA scheme of work for PE.The Sports Premium was also allocated to subsidise the year 6 outdoor adventure residential trip. During the residential trip, pupils would have participated in outdoor adventurous activities which included a study of the local area. (COVID 19 restrictions) | Physical activities in which we do not have the capacity to deliver in house signpost children to more challenging, dynamic and adventurous sports. This aims to support future participation in physical activity & healthy lifestyles beyond the National curriculum opportunities.**Next Steps;** Continue to review the quality and range of OAA experiences, which are not delivered in house. |
| * To continue to work in partnership with external companies to provide rock climbing, water sports and cheerleading opportunities to provide opportunities beyond in-house capacity.
 | 4 | * Actively seek out different opportunities in the local areas to widen and develop children’s experiences
* Provide relevant trips to activity centres
 | £300 | Once face to face teaching recommenced KS2 children were offered a cheerleading opportunity in the summer term. Such opportunity inspired a small group of children to access cheerleading clubs & provisions in the local area. | Physical activities in which we do not have the capacity to deliver in house signpost children to more challenging, dynamic and adventurous sports. This aims to support future participation in physical activity & healthy lifestyles beyond the National curriculum opportunities.**Next Steps;** Continue to review the quality and range of OAA experiences, which are not delivered in house |
| * Continue to develop the Early Years outdoor equipment and provision to ensure children are able to meet the Physical Development Early Learning goal
 | 1 | * Purchase outdoor play equipment e.g. balls of varied size, skipping ropes etc.
* Continue to develop the outdoor provision and provide welfare staff with outdoor CPD Physical Development opportunities
 | £150 | Children are now able to explore & use high quality gross motor equipment in the outdoor area, such as climbing frames, balance bikes & pedal tricycles. Such opportunities outside support the development of the gross motor skills of the EYFS children. Gross development also underpins the fine motor skills and the necessary fundamental movement skills required when accessing the Year 1 PE curriculum and beyond.  | Equipment to be regularly checked & maintained to ensure outdoor high quality gross motor opportunities continue.**Next steps;** Continue to review the access to and quality of equipment to develop physical activity opportunities outdoor. |
| * To continue to contribute to the running costs of the school minibus to enhance number of competitions and swimming lessons
 | 4 | * Enter and offer our children various opportunities eg: Competitions, experience days, events
* Maintain the running of the school minibus
 | £300 | KS2 continued to enjoy taking part in various sporting competitions at virtual intra & inter level. Engagement in competitive cluster competitions to be reviewed once restrictions have been lifted. | Competitive sporting opportunities improve curriculum participation and prepare our more able sporting pupils for future competition & access the later sport related higher-level qualifications. **Next steps;** Continue to review the quality and access in swimming & inter & intra competitions to ensure a range of children are targeted. Ensure children are also offered catch up swimming lessons if they do not meet national curriculum ARE. |
| * To continue to run the Fitness club which targets disadvantaged children and pupils who are working towards ARE in year 4.
 | 24 | * Liaise with Wayne Cooper (fitness instructor)
* Monitor attendance at fitness club
 | £1,410 | Children who attended Fitness club before COVID 19 restrictions, engaged well with the sessions delivered by Wayne Cooper & began to participate more in PE curriculum lessons.  | The club run by a Wayne Cooper, which targets our disadvantaged children meeting ARE, may no longer be required if children make progress, meet ARE, and use the fundamental skills developed in the club to integrate within the other clubs.**Next steps;** Continue to review the outcomes of the Fitness Club ran by Wayne Cooper  |
| * To continue to run competitive after school clubs to push the more able, the clubs will also continue to participate in competitive inter school leagues.
 | 5 | * Clubs will be staffed by skilled TA’s/teachers & subsidised by sports premium funding;
 | £150 | After-school club participation was limited this year due to COVID restrictions. Children in KS2 were offered the following after school clubs in line with restrictions; Football & Multi Sports Games.  | Competitive sporting opportunities improve curriculum participation and prepare our more able sporting pupils for future competition & access the later sport related higher-level qualifications. **Next steps;** Continue to ensure participation and engagement with the club remains good and spaces are filled  |

Sports premium impact statement 2020/21

Swimming

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| Meeting national curriculum requirements for swimming and water safety. |  |
| 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 leavingprimary school at the end of the summer term 2020. | 94% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 94% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 94 % |
| 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? | No |