

# Carrington Junior School Sports Premium Plan 2019-20



## Covid – 19 - funding review update

Owing to the lockdown in academic year 2019-20, some funds allocated in this plan were unspent during the academic year and will be added to the plan for the academic year 2020-21. The funds are as follows:

Item	Planned spend	Actual spend
Playground equipment	£236	£40
Cover to enable joint working	£285	0
Swimming	£1377	0
Teacher release for observations	£573	£286
(Overspend on PE mats)	-	-£408
		<b>Total unspent funds to be carried forward : £1,736</b>

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Introducing house system and competitive sports</li> <li>• Widening offering of extra-curricular sports</li> <li>• Developing sports provision to aid behaviour in vulnerable pupils</li> <li>• Starting to improve teaching provision</li> </ul>	<ul style="list-style-type: none"> <li>• Continuing to develop pupil voice</li> <li>• Continuing to develop quality of teaching</li> <li>• Continuing to develop wider sports provision in school</li> <li>• Continuing to develop healthy attitudes and choices for active pupils</li> </ul>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
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.	76%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	52%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	58%
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?	Yes/No

## Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for students today and for the future.

<b>Academic Year:</b> 2019/20	<b>Total fund allocated:</b> £	<b>Date Updated:</b>		
<b>Key indicator 1:</b> 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:
				%
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<p><b>Increase physical activity at lunch times</b></p> <p><i>Children will be encouraged to do more physical activity this will develop a more healthy and active lifestyle. Vulnerable children will be focused during unstructured play time to increase social ability.</i></p> <p><i>Children will have structured activities to take part in which will develop leadership skills and responsibilities of the playtime leaders and provide models of how to play appropriately with others.</i></p>	<p>Use sports coaches to run an activity each lunchtime for vulnerable children in each year group.</p> <p>PE lead to work with year 6s that could become playtime leaders and provide them with equipment to support the different activities.</p>	<p>- Covered by PP funding</p> <p>£236 (playground equipment for play leaders)</p>	<p>Children that were part of the group enjoyed having the more structured activities with the sports coaches and had more active lunch times. Behaviour incidents were also fewer.</p> <p>Discussions with sports council who then went and spoke to classes to gather ideas from other children, due to Covid 19 the ideas were not fed back – this will be actioned before the end of the academic year.</p>	<p>Have a rotation system so that all vulnerable children have structured activities available – 1 rotation run by sports coach and 3 other stations run by Year 6 leaders.</p> <p>Purchase a variety of equipment for children to use including line painting. Introduce Playtime Leaders in September in the first 2 weeks of school and to continue with this initiative.</p>
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<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: %
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<p><b>To increase the children's knowledge of a healthy diet and encourage the children to eat a healthy balanced diet by delivering healthy eating workshops.</b></p> <p><i>Children will have an increased knowledge of what constitutes a healthy balanced diet.</i></p> <p><i>Children will be encouraged to eat a healthy balanced diet.</i></p>	<p>Once a term, teachers will deliver a theory lesson based on healthy lifestyles during a PE session.</p> <p>Teachers will deliver a fun, healthy eating based session during the week of sports day.</p>	<p>- Normal allocation of funds</p>	<p>Included these conversations in the warm up of lessons so that children also understood the importance of exercise and why there are changes to our bodies when we exercise.</p> <p>Due to Covid 19 there was no sports week but these conversations took place within PSHE and science over the year.</p>	<p>This area is taught in PSHE and within areas of science, therefore a session of PE is not needed as the children will benefit more from having all their practical sessions. Healthy living should still be part of discussions within PE lessons.</p>
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<p><b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p>				<p>Percentage of total allocation:</p>
				<p>%</p>
<p>School focus with clarity on intended <b>impact on pupils:</b></p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>

<p><b>To improve the quality of PE teaching so that all children are challenged and make progress.</b></p> <p><i>Children will receive consistent high quality teaching across the school, not just from the coaches but from the teachers. As a result, all children will show good progress in their confidence and ability.</i></p> <p><i>All children will be challenged and included in PE lessons to allow them to make good progress. They will receive confident teaching from teachers that have a good understanding of the different areas of PE.</i></p> <p><i>Children will have a good understanding of the different areas of PE and will be given opportunities to develop their skills.</i></p> <p><i>Children will achieve progression in their level of skills in swimming.</i></p> <p><b>Create a robust planning, teaching and assessment cycle.</b></p> <p><i>Children will receive lessons which are consistent across the year group and show a clear progression of skills as they move through the school.</i></p> <p><i>Progression of skills will be seen across the school in planning and teaching.</i></p>	<p>Teachers will observe coaches teaching their class to see quality teaching of PE (Year group teachers observe together and discuss what they are seeing). Coaches to then observe teachers teaching and give feedback.</p> <p>Coaches will deliver 3 CPD sessions throughout the year. 1 – The parts of a PE lesson including differentiation. 2 – Netball 3 – Gymnastics</p> <p>Side by side coaching for selected staff as necessary.</p> <p>Pupils will receive quality instruction in swimming</p> <p>PE leader to work with sports coaches to ensure consistent planning across the school.</p> <p>Observations by PE lead of planning and teaching to ensure coach's advice is being taken on by teachers.</p>	<p>£14,160</p> <p>£285 teacher cover to enable joint working</p> <p>£1377</p> <p>£573 teacher release</p>	<p>Head teacher and Mr Bell completed joint observations of the sports coaches as a precursor to the teachers carrying out observation. Additionally, following partial reopening of the school during the covid 19 pandemic, sports coaches were used as part of the outdoor education provision. They delivered amended activities focusing on personal fitness and athletics in line with safety requirements.</p> <p>Due to sickness, the first CPD session had to be rescheduled.</p> <p>Meeting to discuss yearly plans for year groups. New plans created and shared for the year 2020-21 to ensure progression between year groups and variety of sports taught.</p> <p>Observations showed some good teaching but no progression between year groups.</p>	<p>Teachers to carry out observations – when we are released from the 'bubble' the PE coordinator will carry out joint observations with staff.</p> <p>Rolled over to next year</p> <p>PE lead to run staff meeting in Autumn 1 term.</p>
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<p><b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils</p>	<p>Percentage of total allocation:</p>
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School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p><b>To use pupil voice to improve the school's PE resources</b></p> <p>Pupils will have a say in the choice of new equipment which will enable teachers to run more exciting PE lessons.</p> <p>Children will be encouraged to join in more with lessons as a result of new equipment being purchased.</p> <p><b>Take an audit of resources and ensure that children have sufficient quantity and quality of resources that meet safety requirements</b></p> <p><i>Lessons will flow effectively as there are enough quality resources.</i></p> <p><i>When the mats are being used they will not be slipping.</i></p>	<p>Meet with sports council to discuss the equipment needs of the school.</p> <p>Purchase new equipment identified.</p> <p>PE lead will take an audit of the resources and assess their safety and suitability</p> <p>Buy new mats for the hall that don't slip</p>	<p>-Normal funding allocation</p> <p>£860</p>	<p>Discussions took place with sports council to research and get ideas from other children.</p> <p>Mats were the most crucial resource as the old mats were becoming a health and safety issue, therefore new mats were bought – other resources are in the process of being ordered and improved.</p> <p>New mats bought meaning that Gymnastics is safer.</p>	<p>Update audit and create a rolling long term plan of purchases.</p>

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

Percentage of total allocation:

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School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p><b>To engage all children in competitive sports by offering a range of extracurricular activities</b></p> <p>All children – boys and girls, years 3-6 will be taking part in different clubs throughout the year.</p> <p>Children will have an opportunity to compete for their school, developing a sense of pride and competitiveness.</p> <p><b>Further develop the use of the house system across the curriculum.</b></p> <p>House captains will develop a sense of responsibility and will need to organise assemblies and teams for some of the competitions.</p> <p>Children will develop a sense of teamwork and purpose. All children will have the opportunity to take part in competitive activities.</p> <p>House captains and sports council members will develop their leadership skills.</p>	<p>Sports coaches and school staff to run after school clubs for all children.</p> <p>To compete with neighbouring schools in various competitions/ matches.</p> <p>Each house of children to elect house captains.</p> <p>PE lead, with support from other teachers, to set up house competitions throughout the year.</p> <p>Sports council to assist with the running of the competitions.</p>	<p>£563</p> <p>£285 release</p>	<p>Range of after school clubs offered. Children were able to further the skills and build their confidence and sense of pride by representing to school when competing against other schools – both boys and girls. Opportunities to compete were curtailed due to the Covid 19 pandemic</p> <p>House captains steered the house fundraising event but other opportunities were curtailed due to the Covid 19 pandemic.</p> <p>House fund raising event was a huge success, the children enjoyed taking part and being active and raised a total in excess of £1,500 for the school.</p> <p>Class teachers commented that some house captains in particular grew in confidence as a result of the leadership role.</p>	<p>Plan for wider opportunities to compete against other schools in the next academic year.</p> <p>Pre-plan the year with house assemblies planned in to ensure they are regular.</p> <p>Continue to develop this role next year.</p>

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