

Carrington Junior School Sports Premium Plan 2020-21



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

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

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? N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.	88%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	71%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	79%
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

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.

Academic Year: 2020/21	Total fund allocated: ££18,323	Date Updated:	Total fund allocated in plan: £18,298	
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:	
			14%	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Increase physical activity at lunch times and outside of school <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> <i>Provide classes with individual boxes to ensure COVID 19 protocols are met. Boxes will have a variety of different equipment that the children can use during lunch times to promote a collaborative approach to games.</i>	PE coaches to work with each class to support them in developing positive play strategies. 1 hr per class Purchase a variety of equipment for children to use including line painting. Individual class equip boxes	£236 (playground equipment for play leaders) £100 per class	Rather than the coaches, the PE lead worked with Peer mentors who then led activities with each class during lunchtimes for a week. The class were then left to carry these activities on independently. This worked extremely well and children have all really enjoyed the extra equipment available to them. It has developed social skills and leadership skills as the peer mentors were able to monitor and support year groups in how to use the equipment safely and respectfully. Number of behaviour incidents have lessened, although this is also due to less children being on the playground due to staggered breaktimes.	Peer mentors have not been able to have been as effective this year with the staggered break times and lunch times. Can we think of a way that they can have a wider impact across the school. Obviously, equipment will break and become worn over time so annual purchases will need to be continued.

<i>Dan the skipping man</i>	Workshops per class and personal skipping rope for each child	£1,440	Greater skipping activity in school and skipping challenge later in year.	<p>Make skipping challenge annual, plan for continued purchase of skipping ropes etc</p> <p>Skipping at break and lunch lasted for a while but then wore off – possibly have a PE workshop near the beginning of each term to re-inspire children’s enthusiasm for physical activity.</p>
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 0%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>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.</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>From 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>Potentially have a ‘Healthy Living’ week where part of the week can focus on the diet we eat – this would like PE with PSHE, Science...</p> <p>The above could happen during sports day week.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				55%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To improve the quality of PE teaching so that all children are challenged and make progress.</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>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.</p> <p>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 Now applicable to 2 year groups and increased transport costs due to individual bubbles needing separate transport.</p>	<p>£9,291</p> <p>£285 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 to support the development of teaching the outdoor education provision through coaching and training. They supported teachers in amending 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>Teachers feel and present as much more confident in their delivery of PE and therefore the children are receiving a better PE education.</p>	<p>Teachers to continue observing the PE coaches to help improve their confidence in teaching PE as well as being able to take time observing their own children.</p> <p>To become part of CPD at Carrington</p> <p>Make staff confidence questionnaire a regular (annual) thing to ensure that all staff are confident.</p>

<p>Create a robust planning, teaching and assessment cycle.</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>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>£573 teacher release</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>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation:</p> <p>0%</p>
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>To use pupil voice to improve the school's PE resources</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>Take an audit of resources and ensure that children have sufficient quantity and quality of resources that meet safety requirements</p> <p><i>Lessons will flow effectively as there are enough quality resources.</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</p>	<p>From normal funding allocation</p> <p>£700</p>	<p>Discussions took place with sports council to research and get ideas from other children.</p>	<p>Set up and meet with Sports Council when Covid allows</p> <p>Keep track of equipment and keep updating equipment each year to ensure children have a range of quality</p>

	<p>suitability</p> <p>Update audit and create a rolling long term plan of purchases.</p>			
Key indicator 5: Increased participation in competitive sport				<p>Percentage of total allocation:</p> <p>27%%</p>
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To engage all children in competitive sports by offering a range of extra-curricular activities</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>Further develop the use of the house system across the curriculum.</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>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>£563</p> <p>£25</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.</p> <p>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>To continue this action next year when impact of guidelines is reduced.</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>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>£285 release</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>	
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