

# Nova Primary School

## PE Action Plan and Evidencing the impact of Sports Premium: 2019-2020



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"> <li>Tailored staff CPD provided by sports coaches.</li> <li>Newly designed PE curriculum including a clear skills progression document for teachers to use. This will support teachers when assessing PE from September 2020 onwards.</li> <li>PE lead is working on an NPQML with a focus on PE.</li> <li>New KS2 playground frame installed.</li> <li>PE assessment introduced.</li> <li>Every year group to have 1 PE session a week provided by sports coaches. The second lesson will be with class teachers using new PE lesson plans from GetSet4PE.</li> </ul>	<ul style="list-style-type: none"> <li>To continue to promote after school clubs and provide additional opportunities for all children.</li> <li>To increase the number of children participating in competitive sports/ sporting events.</li> <li>Active travel for pupils, parents and staff.</li> <li>Active 30/30 – supporting parents and children with 30 minutes of physical activity a day (at home).</li> <li>To use PE assessment more effectively to track progress and identify targets.</li> </ul> <p><b>Baseline evidence includes:</b> club participation, pupil and staff questionnaires and school health data pack.</p>

## 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? <b>N.B.</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.	49%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	51%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	54%
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?	<b>Yes/No</b> Additional Swimming for KS1 children- including transport, KS1 lessons and support staff. <b>(£3,430) 12.7%</b>

## 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: 2019/2020	Total fund allocated: £19,100 Including 18/19 carry forward: £27,050		Date Updated: June 2020	
Key indicator 1: The engagement of <u>all</u> 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:
				8.5% Total: £2294
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your <b>actions to achieve</b> are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To promote cross-curricular links and active lessons for all children.	<ul style="list-style-type: none"><li>Outdoor Learning Lead to complete Level 1 forest schools training.</li><li>Meet with Outdoor Learning Lead. Work together to create a bank of active/ outdoor cross-curricular lessons/ activities.</li><li></li></ul>	N/A	<ul style="list-style-type: none"><li>Outdoor Learning Lead Level 1 qualification and coursework.</li><li>Outdoor learning document circulated to all staff. This has been implement to Key Worker children, YR,Y1 and Y6. There has been an increase in outdoor learning.</li><li>Outdoor learning is also accessed regularly in KS1 with suggested activities which build on their EY experience. KS2 children will have access to outdoor learning, and teachers have guidance from OL Lead.</li><li>Health and Wellbeing day- every class had the opportunity to take part in outdoor learning.</li></ul>	<ul style="list-style-type: none"><li>From September 2020, ensure these activities are implemented in all year groups.</li><li>Subject leader to carry out pupil questionnaires and conferencing to see impact of outdoor learning.</li></ul>

To improve the quality of physical breaks.	<ul style="list-style-type: none"> <li>Put together a bank of physical break activities. PE lead to take part in online CPD regarding physical breaks.</li> <li></li> </ul>	<p>N/A Free online CPD from sports providers</p> <p>£42</p>	<ul style="list-style-type: none"> <li>PE Lead has circulated a physical break document linked to knowledge learnt in CPD session. Each class timetable at least 1 physical break session per day that suits the needs of the class rather than a carousel of activities that was used last year.</li> <li>A pedal exerciser, for an individual child, has helped promote being physically active.</li> <li>During Covid-19 closures, children have been sent documents about how to be physically active at home with some challenges.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to embed and teach the importance of physical breaks.</li> <li>Recognise and celebrate children's efforts during physical breaks.</li> </ul>
To make playtimes and lunchtimes more active for children.	<ul style="list-style-type: none"> <li>Provide children with alternative sports/ adult led activities during lunchtimes.</li> <li>Continue to use Shine to provide lunchtime provisions but schedule in alternative sport sessions and let children know prior-using posters.</li> <li>Purchase play equipment that will allow children to be active during break and lunch time play.</li> <li>Purchase a KS2 climbing frame/wall and den making posts.</li> <li>Provide lunchtime lead with access to GetSet4PE account for active playtime ideas and to share with SMSAs.</li> </ul>	<p>£1690</p> <p>£563</p> <p>£14,815 (funding did not come from the Sports Premium Budget)</p>	<ul style="list-style-type: none"> <li>Adult led sessions (including Shine Sports providers) carrying out different sporting activities in different areas of the playground. Children are involved in active games other than just football that promotes skills and team work- not as competitive/ more inclusive for children.</li> <li>New KS2 climbing frame is used regularly by children (classes have a scheduled day due to high demands).</li> </ul>	<ul style="list-style-type: none"> <li>To use new GetSet4PE active playtime cards/ challenges in adult led sessions to improve the quality of sessions.</li> <li>Train up Sports Leaders (or implement Play Leaders) to promote being physically active.</li> </ul>
To track physical activity outside of school (e.g. clubs children do outside of school) to have a clearer idea of children being active 30:30 (in school and out).	<ul style="list-style-type: none"> <li>Questionnaire of clubs children attend- outside of school. Collate this data and identify target groups of less active children.</li> <li>PE Lead to research and forward on any clubs in the local area to parents.</li> </ul>	N/A	<ul style="list-style-type: none"> <li>39% of children attend a sports/ active related club outside of school compared to 20% in 2018-2019 data collection. PE Lead has sent local club offers to parents increasing their awareness of some local opportunities. This data will now allow PE Lead to identify less active children.</li> </ul>	<ul style="list-style-type: none"> <li>Use this data and in-school club data (linked to Key Indicator 4) to identify target groups of children that are not physically active and provide them with tailored opportunities.</li> </ul>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				3.8%
				Total: £1021
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your <b>actions to achieve</b> are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Ensuring 2 hours of PE is scheduled every week for every child.	<ul style="list-style-type: none"> <li>PE timetable for whole school outlining 2 hours provision for every pupil including indoor and outdoor lessons. This will be updated every term to match sports taught.</li> </ul>	N/A	<ul style="list-style-type: none"> <li>All children receiving 2 hours of PE a week. One session is now taught by the class teacher (using new GetSet4PE planning) the other session is taught by sports coaches during PPA time (<i>notes: the cover for PPA does not come out of the sports premium budget</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Observe and review the quality of PE lessons (both teachers and sports coaches).</li> </ul>
To create a new PE Curriculum taking into account the needs of Nova children.	<ul style="list-style-type: none"> <li>Create a PE curriculum overview and subject intent document for Nova children.</li> <li>New PE curriculum to have 1 alternative/non-traditional sport to be taught.</li> <li>Purchase PE scheme of work/ planning to aid the quality of lessons.</li> <li>Create skills progression document for all year groups/ elements of PE.</li> </ul>	£550	<ul style="list-style-type: none"> <li>GetSet4PE planning to be fully implemented in September 2020. Those teachers that are using it currently, with key worker children, EYFS, Year 1 and Year 6 have said that it is easy to follow and lesson plans are clear- see feedback document based on trial.</li> </ul>	<ul style="list-style-type: none"> <li>Host a staff meeting to show how GetSet4PE works and how the PE curriculum document links with the skills progression document and how this will support with assessment.</li> </ul>
To provide access to high quality PE and sports equipment, which matches our new PE planning, and improves teaching and learning.	<ul style="list-style-type: none"> <li>Purchase of PE equipment to improve access.</li> <li>Carry out a PE audit linked to new PE planning to ensure all areas can be taught effectively.</li> </ul>	£441	<ul style="list-style-type: none"> <li>There is enough equipment for all children and therefore readily accessible to all - both in lesson time and during school clubs.</li> <li>Enhanced inclusive curriculum –meeting the needs of pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Regular equipment checks to ensure we have enough resources.</li> <li>Lesson observations of current staff to see how equipment is used, managed and sustained.</li> </ul>

Train KS2 pupils as Sport/ Play Leaders to engage KS1 pupils in physical activity at lunchtime.	<ul style="list-style-type: none"> <li>Meet with Sports Leaders every other Friday to discuss upcoming events and ways to improve playtimes.</li> </ul>	£30	<ul style="list-style-type: none"> <li>Sports Leaders' Recognition Boards. Sports Leaders are developing their communication, creativity, team work and personal and social skills while supporting younger children.</li> </ul>	<ul style="list-style-type: none"> <li>Improve the quality of these sessions. Work with Learning Mentor to improve both the sessions and the skills the sports leaders are taught. Look into LA qualifications.</li> </ul>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				8.7%
				Total: £2350
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your <b>actions to achieve</b> are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To upskill teachers in focus areas providing better opportunities for teaching and learning.	<ul style="list-style-type: none"> <li>Send out questionnaires to staff to identify areas of needs- both whole school and individual.</li> <li>To continue to employ SHINE Sports to deliver quality CPD.</li> <li>To have a clearer overview of areas teachers wish to focus on.</li> <li>To create and implement a better CPD structure where teachers observe for part of a lesson and teach another.</li> </ul>	£2350	<ul style="list-style-type: none"> <li>CPD timetable shows that all members of staff have had at least 1 form of CPD in a target area. CPD questionnaires show an overall improvement in teacher confidence linked to a specific area.</li> <li>We'd developed a clearer CPD six session structure where teachers progressively teach more after each session.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers now have a bank of teaching ideas and resources that can be implemented into their own teaching. Moving forward, it would be good for teachers to share any specific ideas/ tips with other teachers teaching the same area of PE.</li> </ul>
Implement a consistent approach for summative assessment in PE (including swimming). Allowing all children (included SEN and G+T children) to excel in relevant areas.	<ul style="list-style-type: none"> <li>Research best forms of assessment for PE and the impact on teaching and learning. Take into account NPQML research, staff wellbeing and how/ why this data is being collected.</li> <li>Carry out staff meeting regarding PE assessment allowing time for staff feedback.</li> </ul>	N/A	<ul style="list-style-type: none"> <li>Teachers have a clearer understanding of how to assess elements of the PE curriculum as they have the skills progression document to support.</li> <li>The assessment form does not have multiple tick boxes and is designed for staff to take out with them in the lesson- making the assessment more meaningful.</li> </ul>	<ul style="list-style-type: none"> <li>Create a tracking PE assessment document for each class.</li> <li>Use data more accurately to create targets for specific groups of children.</li> <li>Use sports coaches to support teachers' assessment.</li> <li>To improve the formative assessment in PE. Ensuring it is used effectively by teachers to identify gaps in learning and inform future planning.</li> </ul>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				5.1%
				Total: £1382
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your <b>actions to achieve</b> are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
For <b>all</b> children to have the opportunity to attend a range of sporting clubs – during lunchtime or afterschool.	<ul style="list-style-type: none"> <li>Ensure that some free clubs are offered –ran by staff members.</li> <li>Continue to arrange external sporting clubs and sought out other alternative sporting sessions.</li> <li>Continue to subsidise some external sporting clubs-giving all children the opportunity to join a club.</li> </ul>	<p>£0</p> <p>£630 <i>Boxercise (T1 and 2)</i></p> <p>Subsidised Shine Clubs = £752</p>	<ul style="list-style-type: none"> <li>The number of afterschool clubs provided at Nova have increased by 3 a week since the end of the last academic year. However, since the end of Term 3 and throughout the rest of the academic year, clubs have not been running due to Covid-19.</li> <li>Club attendance registers show that the majority of children attend a club at the start of a term attend at the end. Those clubs that show a significant decrease in attendance are changed or adapted based on pupil demands.</li> </ul>	<ul style="list-style-type: none"> <li>Create a better way to survey clubs children want to attend.</li> <li>Have a clear overview of what clubs teachers will be running for the next academic year so that there are enough clubs per term and so that they do not clash with outside agencies/ sports coaches.</li> </ul>
Inspire children by meeting/ teaching them about inspirational sporting role models.	<ul style="list-style-type: none"> <li>Organise Bristol Flyers to come in and discuss a potential club/ inspire children to get involved in sports.</li> <li><del>Bristol Bear's Rugby (Tackling Health Programme) for Y3 children and the potential of an after school club - cancelled due to Covid-19</del></li> <li>Whole school/ class assemblies based on sporting role models.</li> </ul>	£0	<ul style="list-style-type: none"> <li>A small number of children were inspired and wanted to join a club at Nova, ran by Bristol Flyers, however the uptake in numbers were not enough. For those that wanted to attend, a local club was suggested instead.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to inspire children in class assemblies/ PSHE/ PE lessons and to speak with the Local Authority organisers (Wesports) regarding future visits.</li> </ul>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0.4%
				Total: £100
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your <b>actions to achieve</b> are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To encourage more children to participate in competitive sports.	<ul style="list-style-type: none"> <li>Continue to arrange events and book through the North Bristol portal.</li> <li>Arrange friendly games (netball and football) in our local area.</li> </ul>	£60 Football League £40 Netball League	<ul style="list-style-type: none"> <li>In Terms 1 and 2, there were more netball and football fixtures compared to last year. From T3 onwards, competitive sports have stopped due to Covid-19 and local games were not implemented.</li> </ul>	<ul style="list-style-type: none"> <li>This target is to continue into the next academic year if possible.</li> </ul>
<del>To encourage all children to participate in Sports day events and expose them to a range of different athletic events.</del> <del>Cancelled due to Covid-19</del>	<del> <ul style="list-style-type: none"> <li>Liaise with Shine and make changes based on last year's feedback. Speak with the PTFA to see if they can be involved/ run a stall.</li> </ul> </del>	£1,000		




### Underspend rationale:

Due to Covid-19, the overall spend, for this academic year, came to a halt in March (rather than July). As well as running additional events such as Sports Day, the underspend would have been used to: pay for three new after school clubs a week in terms 5 and 6 (basketball, hockey and multi-sports- costing £90 a week); run additional swimming lessons for KS1 (23% of last year's budget was spent on this as opposed to 12.7% this year) and continue to provide CPD and lunchtime provisions- provided by Shine for terms 5 and 6.

As a school, we acknowledge the impact Covid-19 has had on children and their physical education, therefore we intend to carry forward the underspend and use this to catch up missed PE experiences and provide children with the opportunity to attend a wide range of sports clubs.

<b>Total funding allocated 19/20:</b>	<b>£19,100</b>
<b>Carry forward 18/19:</b>	£7950
<b>Total:</b>	<b>£27,050</b>
<b>Total Spent:</b>	£10,577
<b>Underspend:</b>	<b>£16,473</b> (due to Covid-19)

Signed off by	
Head Teacher:	Anna Morris
Date:	21.07.2020
Subject Leader:	Lauren Menday
Date:	18.06.2020
Governor:	 Laurie Haynes, Chair: Finance and Resources committee
Date:	21.07.2020