

# Nova Primary School

## PE Action Plan and Evidencing the impact of Sports Premium: 2020-2021



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>The newly designed PE curriculum (introduced in 2020) which demonstrates clear skills progression (for every skill/ year group) has been used by all teachers and links with our PE assessment.</li> <li>PE assessment and tracking in place for all year groups.</li> <li>All classes had an alternative sports term in Term 2- taught by experienced sports coaches.</li> <li>Classes are evidencing PE and skills taught in their class 'floorbooks'.</li> <li>PE Lead has completed and passed her NPQML with a PE focus.</li> <li>GetSet4PE planning has been praised by staff and is used consistently throughout the school.</li> <li>Tailored staff CPD provided by experienced sports coaches.</li> <li>In school, every child has had 2 PE lessons a week. 1 PE session a week provided by sports coaches. The second lesson taught by a class teacher using new PE lesson plans from GetSet4PE.</li> <li>Health and Wellbeing interventions introduced in Term 3 (started in Term 4 due to lockdown). Year group (bubbles) after school clubs started in Term 4 (after lockdown).</li> <li>Sports morning for all year groups in term 5.</li> </ul>	<ul style="list-style-type: none"> <li>To continue to promote after school clubs and provide additional opportunities for all children – depending on government restrictions as this has been difficult this year.</li> <li>To reintroduce/ get children involved in competitive sports/ sporting events in 2021/2022 if government restrictions allow this.</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> <li>Further develop pupil voice to identify barriers to participation for reluctant children and to act accordingly to reduce those barriers.</li> </ul>

## 2019-2020 Underspend Rationale

<b>Academic Year: September 2020 to March 2021</b>	<b>Total fund carried over: £6707</b>	<b>Date Updated: March 2021</b>	
2019/2020 carry forward has been spent on specific health and wellbeing interventions for specific children. £3220 was spend it Term 3 and 4 and £4130 for Terms 5 and 6. Linked to Key indicators: 1 and 4.			Spent (up to Term 6) <b>£7350</b>  29%
Intent	Implementation	Impact	
To promote health and wellbeing in our school and provide bespoke support for specific children.	<ul style="list-style-type: none"> <li>Organise with Inclusion leader and class teachers which children would benefit from this intervention the most focusing on; resilience, problem solving, team work and growth mindset -all underpinned by physical activity.</li> <li>Inform parents regarding specific intervention.</li> <li>Ensure pre and post assessments are carried out as well as gathering other qualitative and quantitative data as a way of assessing impact of funding.</li> </ul>	<ul style="list-style-type: none"> <li>The intervention runs for 6 weeks- this has occurred twice. Pre assessment data compared to post assessment data demonstrated that 64 % of children, across the school, who attended the group, improved on their specific target by at least 1 grade. Year group data does vary from 25% in Year 5 to 100% increase in Year 4.</li> <li>Some class teachers have noticed an improvement in specific skills for specific children.</li> <li>The coach delivering the session and pupil voice comments state that children enjoy the activities and are beginning to recognise and utilise taught skills :resilience, problem solving, team work and growth mindset -all underpinned by physical activity.</li> </ul>	

## Meeting national curriculum requirements for swimming and water safety

**Note: Swimming data is from children's Year 4 data and responses from parent questionnaire in Year 6 due to not being able to retest swimming requirements in Year 6 (Covid restrictions).**

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.	62%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	58%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	67%
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/ <b>No</b> <i>We decided not to do this, this year, due to Covid restrictions and our school's risk assessment.</i>

## 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: September 2020 to March 2021 and extended March-July 2021		Carry forward: <b>£6707 – see above</b> Including 19/20 carry forward: <b>£25,684</b>	Date Updated: July 2021	
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: <b>16%</b> <b>Total: £ 4217</b>
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 regularly imbed physical movement breaks throughout the day to increase daily physically activity.	<ul style="list-style-type: none"> <li>Provide staff with a bank of physical break activities that can be easily done both within the classroom and outside.</li> <li>As a school, introduce our 'SMILE' Health and Wellbeing initiative- the letter 'M', in SMILE, is for movement. Our Inclusion Leader has implemented this across the school.</li> <li>SMILE week to introduce the initiative- Term 3. Posters are also around the school to promote this.</li> </ul>	N/A	<ul style="list-style-type: none"> <li>SMILE week- both those children doing remote learning and in school, in Term 3, participated in our SMILE week sending in images of them being physically active.</li> <li>SMILE has been introduced across the school and teachers are embedding this in their daily curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to embed and teach the importance of physical breaks. Ensure that the activities are fun and engaging for children, which can increase participation.</li> <li>Recognise and celebrate children's efforts during physical breaks.</li> </ul> <p>Track physical activity outside of school- this was done last year but not this year- a lot of children were not able to participate in after school clubs due to Covid restrictions. This will enable us to have a clearer idea of children being active 30:30 (in school and out).</p>

To increase lunchtime physical activity.	<ul style="list-style-type: none"> <li>Run lunchtime clubs- see Key indicator 4 for specific clubs and funding.</li> <li>Purchase an outdoor portable speaker that can be used during lunchtimes as requested by the children in our school council.</li> <li>Purchase some outdoor play resources and equipment that can be used at break and lunchtimes as requested by our school council.</li> <li>Purchase basketball hoops as requested by Year 6 children.</li> <li>Purchase juggling set- Year 3 pupil voice request.</li> </ul>	<p>£150</p> <p>£1252</p> <p>£396</p> <p>£78</p>	<ul style="list-style-type: none"> <li>See Key Indicator 4 for specific lunchtime clubs and impact.</li> <li>A child's voice is important in our school. This in itself has raised the profile of physical activity and children are beginning to understand and self-reflect how to be physically active. This also links with our school's PE Intent documents specifically 'developing children's love for physical exercise'.</li> </ul>	<ul style="list-style-type: none"> <li>Train up Sports Leaders (or implement Play Leaders) to promote being physically active.</li> </ul>
To promote cross-curricular links and active lessons for all children (focus on EYFS).	<ul style="list-style-type: none"> <li>Purchase 'Squiggle Whilst you Wiggle' as requested by the EYFS team.</li> <li>Purchase active EYFS resources to encourage play.</li> <li>Outdoor learning lead, with a Level 1 in forest school, to develop an outdoor learning document giving staff ideas as to how to link outdoor learning to our curriculum. This has been given to all staff.</li> <li>Provide EYFS individuals with physical targets available to all adults. Children are encouraged to use equipment that supports their needs.</li> <li>☒</li> <li>Purchase Cross Curricular Orienteering to encourage cross curricular learning (Note this will start from October 2021 as the school will be mapped then).</li> </ul>	<p>£43</p> <p>£444</p> <p>£1495</p>	<ul style="list-style-type: none"> <li>Gross motor skills have improved across the cohort for most children</li> <li>Fine motor skills continuing to develop.</li> <li>More children able to cross the midline quicker than previous years (LW- EYFS).</li> <li>Engagement, resilience and perseverance is developing across cohort.</li> <li>Outdoor learning sessions in all year groups (at least 1 session during health and Wellbeing day)- see curriculum floorbooks for examples.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Small group sessions for those who still have underdeveloped gross motor skills</li> <li>Outdoor learning Lead/ EYFS Lead to carry out pupil questionnaires and conferencing to see impact of outdoor learning.</li> <li>Identify teachers/ year groups in need of further support and provide feedback and guidance as needed.</li> <li>Outdoor learning event day demonstrating cross-curricular links.</li> <li><i>Invest time in exploring active travel option that can encourage families to travel to and from school and work in an active way.</i></li> </ul>

To provide additional and alternative opportunities for disadvantaged children or children with additional needs to undertake the recommended 30 minutes of physical activity a day.	<ul style="list-style-type: none"> <li>Purchase a desk exercise bike that can be used by key children during lesson time to support their engagement in physical activity.</li> <li>Identify Range of children who would benefit from its use across the school.</li> </ul>	£359	<ul style="list-style-type: none"> <li>Children are participating in daily physical activities and are having wide ranging and accessible opportunities outside of weekly PE lessons to do this. Children are noticing the positive benefits of daily physical activity and are able to explain how this has supported their physical health and mental health.</li> </ul>	<ul style="list-style-type: none"> <li>Tracking system implemented with children who use the equipment to note how many miles they are able to cycle within a week? If successful with a small key number of children, possible investment in a bike per class to further provide opportunities for 30 minutes of daily exercise for disadvantaged children (40%) and those with additional needs (23%).</li> </ul>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				8%
				Total: 2126
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:
<p>PE subject intent is understood and evidenced in children learning.</p> <p>Intent is developed though implementation of PE planning and using GETSET4PE.</p>	<ul style="list-style-type: none"> <li>Review PE being taught across the school and identify year groups with PE teaching focus each term.</li> <li>Ensure teachers are using GetSet4PE planning. A lot of the plans implement key areas from the PE subject intent document already e.g. working on self-esteem and resilience/ social skills. Oracy skills-PE vocab cards are on assessment document for teachers to see. Signpost staff to this and encourage them to use vocab with children.</li> <li>Monitor curriculum floorbooks in key year groups for evidence of PE teaching and learning – one page of PE a term. Encourage staff to tweet with</li> </ul>	£550	<ul style="list-style-type: none"> <li>GETSET4PE planning is being used- this is evident in class floorbooks. Floorbooks also show specific skills being taught linked to intent document and skill progression document.</li> <li>Term 1 and 2 data collected and collated. This baseline can be used to show progression (note- 1st topic was mainly OAA and often this shows a higher %ARE). T2- percentages were lower for the majority of year groups- more physical activity. Term 3- data not collated due to national lockdown. Term 5 and 6 data show a slight increase in %ARE however different sports were taught.</li> </ul>	<ul style="list-style-type: none"> <li>Pupil conferencing has not taken place however teachers have put quotes from children in their floorbooks. Pupil conferencing linked to PE lessons will need to be taken to see further impact and sustainability.</li> <li>At the end of the year, when completing pupil conferencing, see if children know what sports/ skills they have learnt throughout the year.</li> </ul>

	<p>#Novasportsstars</p> <ul style="list-style-type: none"> <li>Identify teachers/ year groups in need of further support and provide feedback and guidance as needed (see Key Indicator 3 for CPD).</li> <li><del>Pupil conference children (could link to clubs after T2 depending on current restrictions).</del></li> <li>Create a whole school PE curriculum learning journey display.</li> </ul>		<ul style="list-style-type: none"> <li>PE hashtag# is now on our PE display board- this shows the PE learning journey at Nova.</li> </ul>	
Celebrations communicated via school's newsletter, website and Twitter account to raise profile.	<ul style="list-style-type: none"> <li>PE iPad obtained and social media installed for PE Lead and Progressive Sports Coaches.</li> <li>Class teachers to create termly PE focus floorbook pages with images and skills learnt- share with children.</li> <li>Tweet photos and add to newsletter and website of all sporting events/ achievements.</li> <li>Progressive sports to create 2 x a week sporting activity videos (on twitter) during lockdown to continue to raise the profile of PE.</li> <li>Progressive sports to introduce weekly PE certificates to be given out linked to learning behaviours.</li> <li>Send out termly PE letters to enable parents to know what their child will be learning each term with a reminder about PE kit.</li> </ul>	N/A	<ul style="list-style-type: none"> <li>PE hashtag is used more frequently – both in school and out-raising awareness of PE and PA at Nova.</li> <li>Sports video/ tweets- parents are sharing images of children being physically active at home- during national lockdown (Term 3).</li> </ul>	<ul style="list-style-type: none"> <li>Continue to use social media as a platform to communicate with parents about the importance of PE.</li> <li>When possible (reduced restrictions) hold a parent session where parents get to experiences with their children some of the activities they do in school.</li> <li>When possible (reduced restrictions) run a sporting club for teachers- share this with children. Aim- to raise the profile of PE and to demonstrate being physically active (role models).</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> <li></li> </ul>	<p>£1,444</p> <p>£132- replacement of PE mats based on audit.</p>	<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>



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				9% Total: £2210
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:
Lead sports coaches to design and run staff CPD to upskill teaching.	<ul style="list-style-type: none"> <li>Send out questionnaires to staff to identify areas of needs- both whole school and individual.</li> <li>Change sports CPD providers to ensure quality and specific CPD sessions are taught.</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-work with new sports coaches on this.</li> <li>PE Lead to complete NPQML on the impact of PE CPD.</li> </ul>	£2210	<ul style="list-style-type: none"> <li>CPD questionnaires collated and 10 teachers have received CPD (including all NQTs, Term 1-Term 6). Continue to use this for the rest of the year and the CPD session structure as teacher feedback has been more positive than previous CPD model.</li> <li>Feedback from teachers also show an increase in confident in assessing specific skills in PE.</li> </ul> <p>PE lead has completed and passed her NPQML- data showed that there was an increase in PE assessment and teacher confidence after receiving quality CPD-linked to a specific target group.</p>	<ul style="list-style-type: none"> <li>Further professional learning opportunities for staff who request it e.g. peer observations</li> <li>Develop PE subject leader networks with colleagues at other schools to encourage the sharing of good practice.</li> <li>Invest in CPD that aims to address staff motivations and relationships with physical activity rather than simply upskilling staff in technical aspects of traditional sporting activities.</li> </ul>
PE assessment is appropriate, informative and takes account of teacher workload across the curriculum and shows children are making progress in PE.	<ul style="list-style-type: none"> <li>Ensure assessment, that was introduced at the beginning of the academic year, is fully implemented and understood by all staff.</li> <li>Monitor effectiveness of assessments. Those staff members that receive CPD will have support with assessing PE.</li> <li>At the end of each term, create percentages to track class progress as well as whole school to target specific groups of children or classes.</li> <li>Target- all classes to have at least 75% of children working at Age Related</li> </ul>		<ul style="list-style-type: none"> <li>7/12 classes in Terms 1 and 2 achieved 75% of children working at ARE compared to 3/12 the previous year (2 classes of which had CPD). Note- no data was collected in Term 3 due to national lockdown.</li> <li>Term 4 and 5 data 6/12 classes achieved @ARE- note not all data gathered due to Covid related difficulties.</li> </ul>	<ul style="list-style-type: none"> <li>Staff will save PE assessment document on the Tdrive under cohort/year/ sport. This can then be used in future years when sports are taught again. PE lead can then use this to see children's progress in specific sports and skills.</li> </ul>




	Expectations (ARE).			
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				31% Total: £7,911
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 offer a wide range of PE activities both within the school curriculum and with after school clubs.	<ul style="list-style-type: none"> <li>Ensure that every class, in Term 2, as adapted on our PE curriculum, experiences an 'alternative sport' as part of their PE session- taught by Progressive Sports e.g. frisbee, tri-golf, archery, fencing etc.</li> <li>After school clubs for year group bubbles. Focus on 'multi-sports' and allow children to choose the sports that they want the coach to cover. (At present, this can only be offered to KS2 due to bubble restrictions).</li> <li>Set up a new online booking system with our sports providers to ensure registers are easily taken and parents can book on with ease.</li> </ul>	<p>£0 as this comes from the PPA budget. £246- Archery Sets</p> <p>£70- weighted hula hoops- club will start September 2021</p> <p>£2250 up to Term 4</p> <p>£1440</p>	<ul style="list-style-type: none"> <li>PE floorbooks page and comments from children in their 'Curriculum Floorbooks' show that children thoroughly enjoyed learning/ experiencing an alternative sport.</li> <li>All clubs were free to children as previously paid clubs had little uptake.</li> </ul>	<ul style="list-style-type: none"> <li>Carry out pupil voice surveys.</li> <li>When possible/ reduced restrictions, run clubs after school that link to these alternative sports if pupil voice surveys shows that this is wanted.</li> <li>As the majority of year group clubs didn't officially start until Term 4 (planned for T3 – lockdown), sustainability is difficult to measure as of yet. Having said this, club data will be reviewed at the end of each term. Those clubs that show a significant decrease in attendance will be changed or adapted based on pupil demands.</li> <li>Develop further links with local schools regarding after-school clubs.</li> </ul>

		(Terms 5 and 6).		<ul style="list-style-type: none"> <li>• Ensure KS1 have sporting opportunities too.</li> <li>• Increase the number of clubs provided in line with those provided in 2019 /20(pre-Covid).</li> </ul>
Ensure that every year group, have at least 1 sporting lunchtime activity- provided by a sports coach.	<ul style="list-style-type: none"> <li>• Timetable each year group to get at least 1 lunchtime slot with a sports coach- take into account staggered lunchtimes and rota areas.</li> <li>• Create posters so that children know what the club will be each week and when.</li> <li>• Sports providers to create a video introducing themselves (Term 1) and the clubs they will be running- ensuring that sports providers are part of our Nova Team.</li> </ul>	£3905	<ul style="list-style-type: none"> <li>• All children have the opportunity to be physically active at lunchtime (working towards active 30:30).</li> <li>• Children have the opportunity to take part in structured and well taught games that they have chosen.</li> <li>• Comments from our learning mentor suggests that having sporting opportunities at lunchtime could reduce behaviour incidents: "I would say that it has been challenging trying to monitor impact in view of the lockdowns and having less children on site. However, behaviour at lunch time has seen a lot of improvement and having a sporting activity led by an adult plays a large part in this."</li> </ul>	<ul style="list-style-type: none"> <li>• Because the lunchtime sessions are only for year groups not key stages, less sessions can be run. Next, we need to ensure that the impact of these sessions are measureable. Now we need to begin to take registers of those children that attend - which will provide use with a clearer picture of those children who are and are not physical active within school. This will enable specific targeted interventions.</li> <li>• As of September, work with some key children(sports leaders)/ adults in each group or 'bubble' to teach them how to run some sporting sessions at lunchtime- this will mean more sessions for each year group every week.</li> </ul>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				4%
				Total: £1013
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:
<del>To encourage more children to participate in competitive sports.</del>	<ul style="list-style-type: none"> <li><del>Continue to arrange events and book through the North Bristol portal.</del></li> <li><del>Arrange friendly games (netball and football) in our local area.</del></li> <li><del>Ensure SEN children have the opportunity to participate in competitive sports.</del></li> </ul>	N/A	—	<ul style="list-style-type: none"> <li><del>This target is to continue into the next academic year as competitions across schools have not be able to go ahead due to Covid restrictions.</del></li> </ul>
To encourage all children to participate in Sports day events/ an enrichment day and expose them to a range of different athletic events.	<ul style="list-style-type: none"> <li>Liaise with Progressive Sports and plan sports events/ enrichment day for each class bubble (in line with Covid restrictions) for Term 5 (replacing our traditional Key Stage Sports Day).</li> </ul>	£945  £68.50 Medals	<ul style="list-style-type: none"> <li>Newsletters and tweets, linked to each year group's enrichment day, show children thoroughly enjoyed the day. Children worked on team building skills and resilience and there were a few events that enabled competitive sports.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to get sports coaches to deliver sessions- this allows greater involvement from children and adults. When planning next year, pupil conference prior to adapt based on children's opinions.</li> <li>Provide more than 1 enrichment day a year.</li> </ul>

Signed off by	
Head Teacher:	A. Morris
Date:	14.07.21
Subject Leader:	L.Menday
Date:	13.07.21
Governor:	
Date:	13-Jul-2021

<b>Total funding allocated 20/21: (£18,890)</b>	<b>5/12 = £7958 (April 2020)</b> <b>7/12 = £11019 (October 2020)</b>
<b>Note: 5/12 (April 2021) will be included in next year's funding document (£7871)</b>	
<b>Carry forward 19/20:</b>	£6707
<b>Total:</b>	<b>£25,684</b>
<b>Total Spent:</b>	£24,827
<b>Underspend:</b>	<b>£857 (3%)</b> <i>(£8,728 including 5/12 in April 2021 which will cover Term 1 and 2 CPD/ health and wellbeing interventions).</i>