

Primary PE & Sport funding

At St. Wilfrid's Catholic Primary we are utilising the Primary PE & Sport Premium funding to improve the quality and breadth of our PE & Sport provision through continually developing teaching and learning in PE, encouraging our pupils to adopt healthy active lifestyles and to take part in a wide range of sports and physical activities including more competitive school sport.

Our school will develop or add to the PE, physical activity and sport activities that we already offer and build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.

The full amount of PE & Sport Premium received for 2019/20 is £18,413

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:
				39%
Intent	Implementation		Impact	Sustainability
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 actions to achieve are linked to your intentions:		Funding Allocated	Evidence of impact: what do pupils now know and what can they now do? What has changed?
Establish a culture within school of being an active school and 30 minutes activity becomes the norm in school and at home	<p>We have received training regarding the recommended 60 active minutes from Youth Sport Trust & Vale Royal School Sport Partnership. The training has included sharing best practice in the active schools agenda through local case studies.</p> <p>We have used the Active School Planner to create Heatmaps The patterns of behaviour shown by the Heatmaps are break and dinner time are very active and active learning is being encouraged across the curriculum</p> <p>The actions being taken to tackle the issues presented are</p> <p>Our school has engaged in Vale Royal</p>		<p>£2800 £980 £3000 (bikes, scooters and storage) £495 (Maths of the Day)</p>	<p>The culture in school was one of at least 30 minutes activity a day, this was becoming the norm up to the point of school closure. PE was given a high priority in the home learning programme offered during lockdown.</p> <ul style="list-style-type: none"> • Pupils enjoy Golden Mile as it enables them to continually strive for personal best distances and number of laps. On average between
				<p>Sustainability and suggested next steps:</p> <p>Make use of Change 4Life Club to get least active children involved in physical activity</p> <p>Revisit Active School Planner and create 'new' heatmaps</p> <p>Train EYFS and KS1 staff for Ready, Set Bike</p> <p>Engage with Big Pedal and encourage walk, scoot, cycle to school with termly events</p>

	<p>School Sport Partnership Subject Leaders Active Schools Development Group in order to develop actions for the areas identified by our Active School Planner Heat Maps.</p> <ol style="list-style-type: none"> 1) We are using 5-a-day fitness to provide children with a fun way to be active, to provide active breaks across the timetable or to bring focus to groups during lesson times 2) We will ensure every child has the opportunity to get involved in extra-curricular activity whether at lunchtimes, playtimes or in after-school clubs 3) Our school runs a recreational running programme called Golden Mile where pupils run or walk laps of our designated track each morning before school 4) We have developed PhysKids Play Leader roles who create activities to make lunchtimes more active. Our midday assistants have attended training to help them develop more activity at lunchtimes and to support our PhysKids Playleaders. 5) We have engaged with the British Cycling balance biking programme Ready Set, Big Pedal and Bikeability training to improve pupils skills and confidence and support them and their families take up more active travel to and from school. 6) Throughout school closure our school has continued to 		<p>70-80% of children walk or run the Golden mile each morning before school.</p> <ul style="list-style-type: none"> • Lunch time activities for children in KS1 have been well attended with 15 children able to access an activity each day.30 children signed up for Level 2 for Bikeability. • Evidence of high levels of enjoyment and participation in physical activity from photos and emails shared during lock down and the home learning programme 	<p>Engage with Bikeability for current Y6 (booked for spring term 2021) Purchase strider bikes, small bikes, scooters small bikes with storage for EYFS and KS1</p> <p>Continue to work with sports partnership to train SPOCs</p>
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promote physical activity with it's school community, reinforcing the message that children should take part in 60 minutes of moderate/vigorous activity each day.

- 7) We have shared challenges each day to support the #StayHomeStayActive & #StayInWorkOut campaigns and have promoted the use of 5-a-day fitness, Go Noodle, Cosmic Yoga, Joe Wicks Workouts etc
- 8) For children in school we have maintained regular daily activity and shared this activity to inspire further engagement of those at home
- 9) We took part in 14 National School Sport Week at Home Challenges designed to encourage engagement in the whole family

Key indicator 2: The profile of PE, School Sport & Physical Activity being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				21%
Intent	Implementation		Impact	Sustainability
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 actions to achieve 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>To embed a sporting culture within the school.</p> <p>To promote healthy life-style and wellbeing as part of the school culture.</p> <p>To link PE skills to positive mindset and building resilience</p>	<ol style="list-style-type: none"> 1) We ensure our PE Subject Leader has appropriate support to develop our PE & School Sport offer and lead our teachers effectively. Our PE Subject Leader will attend regular training and receive focused support from Vale Royal School Sport Partnership & Youth Sport Trust trainers. 2) Welcome an athlete role-model to school to inspire our pupils to increase their participation in PE & School Sport. 3) Staff will attend training which focuses on increasing attainment in Maths and English through physical activity in order to maximise the opportunities for our pupils to be physically active 4) Staff will attend Active Curriculum workshops which show the benefits and demonstrate the ways to incorporate greater amounts of physical activity within the school day. <p>Our school has supported a daily challenge programme to promote regular physical activity throughout COVID and has taken part in a cluster assembly led by an athlete mentor which referenced the</p>	<p>£3000 myhappymind Cover for staff £600 Staff training for Mini me Yoga £200</p>	<ul style="list-style-type: none"> • 16 KS2 pupils engaged as Sport leaders, • Sports leaders encouraged less active pupils to engage in a healthy active lifestyle by offering fun activities at lunchtime and encouraging use of the outdoor gym • Teaching staff taking a more active role in PE and school sport and in supporting the healthy lifestyles of our pupils' including a staff active lifestyle noticeboard • Prominent display boards for PE and myhappymind with team photos, results, photos displayed • Improved teachers confidence in delivering PE with staff training on gymnastics and dodge ball • Pete Mitchell, Paralympic cyclist: school participated in the virtual assembly with questions asked by children (see Sports News under parents section of website) • Delivery of my happymind weekly to promote good mental health and teach children strategies to manage their feeling and understand how their brain works. Children show an excellent understanding of this from 	<p>All staff to attend at least one training course- Active Curriculum or increasing attainment through physical activity</p> <p>Continue to use myhappymind and yoga to promote wellbeing and good mental health and consider using staff element of myhappymind</p> <p>Embed active culture in school with staff, children and parents encouraging participation in physical activity</p> <p>Celebrate success and participation in assemblies, with displays</p> <p>Provide a range of activities for children to participate in and enjoy</p>

	<p>strategies they use to keep themselves well in terms of both of physical and mental wellbeing.</p>		<p>anecdotal conversations and was very evident during covid when teaching a Y2 child to ride a bike.</p> <ul style="list-style-type: none">• Engaged with Brio Leisure to train sports leaders in promoting physical activity particularly in use of the outdoor gym, staff were going to come in and run fitness sessions with children prior to school closure.• Minime Yoga is used throughout school to promote good mental health and offer children strategies to manage stress and anxiety, children will frequently refer to this as a helpful strategy and staff will often direct children to use strategies when they appear stressed or anxious• Achieved the School Games Mark Silver and 'Recognition' 'Virtual' Award	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				3%
Intent	Implementation		Impact	Sustainability
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 actions to achieve 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>To create a clear and cohesive plan of what is being taught across all year groups to ensure progression and a variety of activity/skills.</p> <p>To expand the range of sports and coaches offered to staff and pupils so as to develop opportunity and a rich curriculum</p>	<p>-</p> <p>We ensure our teachers have quality training specific to their age phase which develops exciting, progressive and inclusive teaching and learning in PE.</p> <p>Our school has the support of a specialist PE teacher (our PE & School Sport Coordinator) who co-delivers PE lessons with staff who have identified that they would benefit from additional support.</p> <p>Our school plans PE development priorities based on the criteria of the Youth Sport Trust Quality Mark and will apply for a QM (Silver) in 2019/20.</p> <p>Our staff have continued to engage in professional development in PE, School Sport and Physical Activity throughout COVID-19, including:</p> <ul style="list-style-type: none"> • PESS Premium for Governors Training • The Power of an Active School • The Power of a Well School • Leading High-Quality Teaching and Learning across the School • Leading Achievement in PE • Creating the Best PE Provision for our Learners • Assessment in PE 	£500	<ul style="list-style-type: none"> • Purchase PE Hub Scheme • Staff have worked on preparing a curriculum map to provide progression and continuity in the teaching of PE, it is being developed by staff in conjunction with the scheme purchased. • Staff in all years groups were due to work with Mr Armstrong from St. Nicholas High School to improve confidence and upskill staff in specific elements of PE. This has helped greatly with staff confidence and in increased skill levels amongst those staff who had the opportunity. • The Y3 teacher benefitted greatly from her participation in the NEP dance day and has used the skills she gained back in school with her class. Unfortunately the opportunity to share with colleagues was curtailed by school closure. • <u>All staff</u> working with specialist PE teacher have reported a positive impact of training through evaluations. The evaluations of KS1, KS2 & PESSCo support show 	<p>Staff training in PE to be available (to be an expectation?) from September 2020:</p> <p>Early Years (centred on the YST Health Movers programme), KS1 training (centred on the YST TOP Start research and resource), KS2 Training (centred on the YST TOP Sport resource), Inclusion training and Health & Safety training.</p> <p>Finalise PE curriculum map</p>

- Teach Active English & Maths Webinars

teachers have brought about improvements in:

- Ability to support KS1 staff in planning and teaching progressive sessions focussed on the identified next steps of each child.
- Lots of good ideas to help deliver the curriculum more effectively.
- More ideas about how to enable the children to make progress through the skills.
- My class have loved it so far!
- Improved PE lessons and pupils engagement with lessons
- Knowing in greater detail what is required during a PE session
- Much more organised and challenging lessons with a clear objective.
- It has been extremely valuable to observe a specialist PE teacher
- Staff found this co-delivery really useful

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:	
				31%	
Intent	Implementation		Impact	Sustainability	
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 actions to achieve are linked to your intentions:		Funding Allocated	Sustainability and suggested next steps:	
<p>To make best use of lunch times and before and after school time to offer children a range of opportunities to be active.</p> <p>To expand the range of sports and coaches offered to staff and pupils so as to develop opportunity and a rich curriculum.</p>	<p>We aim to provide a broader range of sports and activities to engage all children. This means that we will seek the views of our children before developing programmes such as extra-curricular clubs to ensure that they are in an activity which maximises engagement of all groups, at a time/venue which best engages those we want to engage and are rewarding to take part in.</p> <p>Our PE curriculum is designed to engage all learners and ensure they have the skills and confidence to take part in a wide range of activities.</p> <p>School staff are trained to create activities in PE and extra-curricular activity which meet the needs of every learner in order to support their progress.</p> <p>We invite children with SEND to attend the Vale Royal School Sport Partnership TOTALSport club which brings together children with similar disabilities and focuses on Paralympic and adapted sports.</p> <p>Throughout COVID-19 our pupils have been able to continue to engage in a wide range of inclusive physical activities through the daily challenge programme. We have used</p>		<p>£1000 Includes courses for children, gifted and talented, less active, after school clubs, equipment for use in sensory circuits and for use during school closure £4800 for specialist coaches</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p> <ul style="list-style-type: none"> • Places were provided for identified children at half term camps for less active children and also for those Gifted and Talented children in relation to both sporting prowess and leadership skills. • Places were also provided for children to participate in before and after school activities • During the COVID period of when operating for key worker/vulnerable children we use a range outdoor equipment and space to keep the children active, a positive example of this was daily dodge ball and football, tennis, boccia, teaching children to ride a bike and teaching children cycling skills as well as Golden Mile running and Forest School activities. • Before school judo and fencing were oversubscribed and accessed by children right across the school. • Netball and hockey after school clubs were very popular with UKS2 children. • A football league for KS2 girls was attended by 40 girls.– 	<p>Re-establishing of links with coaches that support the school following COVID disruption. For example, Mark Greaves at ECB, and Carl Finney who provides links to Judo, fencing and personal safety sessions.</p> <p>Develop links with Northwich or Winnington Rugby Clubs, Northwich Netball Club, Ben Derbyshire at Vale Royal Abbey Golf, John Walsh at Hartford Tennis club . Database of local clubs to be shared to allow families signposting to extracurricular clubs. (Delayed due to COVID).</p> <p>Make use of Pupil</p>

	<p>our PE curriculum as part of our recovery curriculum for returning students or for vulnerable children/those of key worker and have used lessons to build confidence and reinforce social distancing messages.</p>		<ul style="list-style-type: none">• All children (12) in Milky Way provision participated in the boccia competition and were very positive about their experiences.	<p>Voice to inform the range of extracurricular provision.</p> <p>Consider use of specialist coaches to provide a variety of lunchtime activities (rather than after school) to engage all age groups in physical activity.</p> <p>Provide wider range of before and after school clubs</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6%
Intent	Implementation		Impact	Sustainability
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 actions to achieve 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 build on improved participation and involvement at competitive sports events and festival events	<ol style="list-style-type: none"> 1) Teachers attend a range of sport specific training courses to help us broaden the range of competitions we provide for our children. Our staff will attend training focused on the School Games formats for intra and inter school competition 2) We take part in a wide variety of competitive sports both within school and against other schools. By planning a range of intra-school competitions which can be accessed by all groups in school, selecting pupils and teams to take part in local inter-school competitions against other schools (both within the local cluster and across the Vale Royal School Sport Partnership), we aim to be fully involved in the School Games and other schools' competitions 3) Our school takes part in an annual School Games Festival which takes place to celebrate National School Sport Week. We engage with a wide-range of 	<p>£1025 Includes cost of cover for staff and transportation cost</p>	<ul style="list-style-type: none"> • Y6 Football team reached (local) final stage of national football competition and reached semi final stage. • UKS2 Football Boys final • UKS2 Football Girls semi final • Sportshall Athletics 2nd Fair Play Award • Quick sticks hockey final • Basketball Final of cluster and semi-final of area • High5 Netball 3rd • UKS2 Tag Rugby • We have entered at least 2 teams in each competition (prior to COVID) and in some cases- football, hockey, netball 3 teams encouraging children who would not normally participate to get involved. We were aiming for the Gold standard School Games Mark but were not able to achieve this due to COVID and 	<p>Continue to participate in staff training and in Sports Partnership events aiming to reach finals</p> <p>Increase participation in events/competitions Achieve Gold Award Organise intra school competitions for: Football Netball Dodge ball Golden Mile</p> <p>Involve all staff in preparing children for competitions Consider use of specialist coaches for sports where staff lack expertise (to work alongside staff)</p>

	<p>festivals and events which cater for many different children.</p> <p>4) We annually apply for a School Games Mark award and strategically plan to develop our offer of competitive sport in line with the criteria (for example by involving a group of young people in the planning of our involvement in the School Games through our SSOC or by increasing the number of sporting events we enter)</p> <p>5) Throughout COVID-19 our school has been able to engage with the programme of daily challenges, National School Sport Week at Home and also the county Virtual School Games, all of which aimed to reflect the competition programme familiar to our children. Each activity has focused on achieving a personal best in order to promote resilience, determination, self-belief and to build confidence.</p>		<p>were awarded Silver. As a school we continue to be involved in every competition and event available throughout the school year.</p> <ul style="list-style-type: none"> • An intra school football league was introduced for girls with more than 40 girls from KS2 participating • A planned intra school netball and dodge ball competition was due to take place as well as a competitive Golden Mile event. • We achieved the School Games Mark 'Recognition' and Virtual' Award. 	
<p>St. Wilfrid's Primary School will only work with coaches who are appropriately qualified and checked. We will recruit coaches who have the correct level of training in the sport offered, as well as further training on safeguarding and protecting children, Emergency First Aid and who are fully insured to work with our children.</p>				

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?	92%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	72%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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?	N

*Attainment data for year 6 pupils should be provided from their most recent swimming lessons. This may be data from years 3, 4, 5 or 6, depending on the swimming programme at your school.

Signed off by	
Head Teacher:	MA Weir
Date:	31 st July 2020
Subject Leader:	Jane Clark
Date:	31 st July 2020
Governor:	Alan Davies
Date:	31 st July 2020

