

Vision and Objectives of The Primary PE and Sports Premium

VISION

All pupils leaving primary school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport.

OBJECTIVE

To achieve self-sustaining improvement in the quality of PE and sport in primary schools.

Expectations

It is expected that schools will see an improvement against the following 5 PE and Sport Premium Key Outcome Indicators:

1. The engagement of all pupils in regular physical activity supporting healthy active lifestyles and mental well being
2. A high profile of PE and sport across the school
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport
4. A broad experience of a range of sports and activities offered to all pupils
5. High level of participation in extra- curricular sport

At Almond Hill Junior School, we aim to provide the children with sporting activities that develop personal fitness, competitive skills, development and progression of skills in a range of sports and positive sporting' attitudes and values. We promote the positive link between emotional and mental well being and happiness to physical exercise,time outdoors and community participation. We value sporting opportunities of both a competitive and non-competitive nature. We provide a rich PE curriculum across the whole school and work closely with Stevenage Sporting Futures. At Almond Hill the Sports Premium is used in a range of ways to support our expectation

Key Achievements to Date:

- Teacher skills in teaching PE have been developed and improved through the support of PE coach. 3 newly qualified teachers and 3 other teachers received team teaching support and developed their knowledge of skills and differentiation.
- The school retained gold School Games Mark
- The large majority of pupils achieved age related or above in taught sports,
- A wide range of extra- curricular clubs were offered with the large majority pupils taking part in at least one club over the year through strong promotion and direct invitation.
- Boxercise club was introduced.
- Awareness of physical exercise on mental and emotional well- being: mindfulness, 5 ways to well- being, protective behaviours, growth- mindset

Areas for further improvement and baseline evidence of need:

- Further development of teachers to deliver high quality PE lessons (1NQTs, 3 teachers in 2nd year) and their assessment of PE.
- Increase the % of pupils achieving greater depth.
- Development of outdoor activities as part of curriculum review.
- More opportunity to use the school grounds in social times to increase physical activity.
- Raise awareness of use of physical activity to support mental and emotional well being
- More opportunity for inter school competition.

<ul style="list-style-type: none"> Sports leaders were involved in the transition process between KS1/2. KS1 Sports Day and acted as ambassadors for sport. Sporting success in local sports competitions; athletics, cross country, golf, for example All children took part in Golden Mile x 3 times weekly. Pupils say PE is one of the top 3 subjects they like best at school 	
Meeting national curriculum requirements for swimming and water safety (based on 61 children in Y6 for 2018/19) Please complete all of the below:	
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	79%
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	72%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	N/A
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/A

Planned expenditure for 2018-19			
Academic Year	2019 – 2020	Total Sports Premium grant	£18 270
Total number of Pupils	287		

Key indicator 1: The engagement of all pupils in regular physical activity – Chief medical officer recommends that [primary school children undertake at least 30 mins of physical activity a day in school.				
Key Indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				
Project/Initiative/Actions/Strategies	Approx. Cost	Planned Actions	Intended Impact and Sustainability	RAG
1a. Curriculum	PE Subject Leader 1.5 days £13500 Sports Coach	All children to receive at least 2 hours of PE a week led team teaching PE/subject leader with	Comprehensive, differentiated planning supports teaching of high quality of PE. Any gaps in attainment July 1 are showing reduction by July 2020.	

Maintain a high quality PE curriculum that is broad and progressive. Develop teacher skills in teaching PE	£4500 Stevenage Sporting Futures £3125 3 day additional PE SL £600	teacher or sports coach with teacher.		
		PE lead to work with class teachers to analyse strengths/areas for development for their class.	Teachers have knowledge of standards in PE of pupils in their class /achievement of groups/gaps.	
		PE subject leader to co-ordinate plan for individual teacher development that is reviewed and impact detailed	Teacher skills are developed and they are confident to plan and deliver PE.	
		Team teaching will include upskilling in assessment for class teachers.	By July 2020 ARE average (76% July 2019) By July 2020, 30%+ of pupil is at least maintained. By July 2020 25%+ are working at greater depth in taught elements of PE.	
		PE lead to conduct Pupil Voice to gain regular feedback of curriculum provision.	Almost all pupils say they enjoy PE can talk about the skills they have acquired in PE and can use key vocabulary.	
		Access to Stevenage Sporting Future and other CPD is targeted to the needs of individual teachers.	The quality of teaching in PE is at least good	
		MSA CPD x 1 termly	Support staff are informed of how they can promote physical activity at lunchtime.	
		The PE lead provides 2 x termly 'snippets' INSET each term.	Teacher skills are developed and they are confident to plan and deliver PE.	
<u>1b. Curriculum</u> Review PE curriculum to ensure PE skills are taught and built upon as children move across the key stage and there is a consistency of approach (routines and method) and language related to PE used in each cohort.	Staff meeting (2 hours) x 5 termly PE SL and sports coach as 1a 1 x hour PS SL non- contact time weekly.	Review National Curriculum for PE.	By July 2020 for each year group there are a series of lessons planned around a specific area of PE that shows progression of skills , routines and vocabulary linked to NC.	

		Over academic year, review year group mid- term plans: progression of skills/vocabulary and routines. This will link to assessment criteria. Consider cross curriculum links with oracy/maths skills/reading Liaise with feeder infant school to learn about the intent/implementation of their curriculum to ensure continuity of learning across -curriculum.	By July 2020 a long- term learning map of the school curriculum provides an overview of curriculum intent and implementation. Learning ‘maps’ (posters) support medium term plans and these are displayed in classrooms to support pupils to make connection with prior learning and make links across subjects. Pupils can talk about the skills they have acquired in PE and can use key vocabulary.	
<u>1c. Curriculum</u> Maintain cross -curricular PE links through PSHCE taking account of early adoption of RSE and Health Education Plan annual ‘Healthy Schools Week’ 3 x weekly ‘Mile Run’ PE SL to support Mental Health lead - Review Just Talk materials (campaign week 18 th November)	Sports coach 1 x hour ‘nurture’ PE as 1a Weekly Resilience lessons (Year 6) £ 500 £ 250 PE resources Healthy Schools Week £500 Deputy lead mental health training £250	Explicit link to benefits of physical exercise activities on mental well-being in lesson planning, teaching and promotions through PE display board/class display posters. Explicit teaching during changing for PE/ warm/cool down/assembly. Add to progression map.	All children know that it is important to build regular exercise into their routines. Pupils understand there are risks associated with inactive lifestyles. All children understand the benefits of physical exercise and time outdoors on mental well- being and happiness Pupils know where and how to seek support if they are worried about their own physical or mental health or that of others.	
		Golden Mile x 3 time weekly, Sport leaders to promote and record achievement. Week. Publish on newsletter to raise profile/competitive element.	All children know that it is important to build regular exercise into their routines. Children build on their personal best. All children have some understanding of how positive thinking can support achievement.	
		Discuss direct links in other curriculum areas (science/PSHCE) as part of curriculum review and development of progression maps).	Cross curricular links reinforce learning around fitness and physical and mental health. PE SL will contribute to school policy for emotional well being and mental health.	
	£500	Organise annual Healthy Schools Week Spring with focus on Emotional well- being Spring 2020. PE lead to co-ordinate.	Co-ordinate programme of activities with pupils and staff to celebrate school policy for emotional well being and mental health.	

	1 x hour sports coach	Weekly nurture PE group	The gap between different groups in PE narrows. Children learn how to recognise and talk about their emotions. They learn about the benefits of physical activity on mental well-being and happiness,	
2a Extra –curricular Raise the profile of PE with carers/parents by developing family fitness challenge home learning activity. Raise the profile of physical activity/fitness using school website/See Saw/newsletter/display board Raise profile of emotional well-being with parents. Add MHL to school website include information at PTIs – consider other well-being promotions.	Subject leader non-contact x 1hour weekly.	Survey parent opinion/awareness of PE.	Parents are well informed about the provision of PE in the school and sporting achievement. They say provision is good.	
		Develop home learning ‘menu’ to invite family participation in physical activity. Consider organising Sport Open Afternoon to raise parent awareness of PE learning	The majority of family take part in home learning challenge.	
		Promote walk/bike to school. Update school Travel Plan Organise Road Safety training (lower school) Investigate Bikeability	The % of pupils walking/riding bike to school increases. They do so safely. The school promotes Walk to School Day and Bike to School Day.	
2b Extra-curricular Extend the role of Sports Leaders	Weekly meeting with subject leader as subject leader non-contact.	Sport leaders organise weekly school sports club.	Pupil voice indicates that children from a range of groups indicate they interact in games organised by sports leaders.	
		Sports leaders work with PESL/sports coach to develop fitness trail in school grounds.	There are varied opportunities for physical challenge at lunchtime.	
		Sports leaders co-ordinate and promote Golden Mile	Children develop fitness and personal best	
		Sports leaders monitor Jungle Gym	There are varied opportunities for physical challenge at lunchtime.	
		Sports leaders work with Year 3 class teacher to support PE lessons	Pupils use leadership skills to support younger children.	
2c Extra-curricular/Competitive Sport Organise termly inter school competition.	£ 100 for prizes	‘House’ team system considered. School sports ‘colour’ considered Sports leaders work with Subject leader/coach to organise who school competition Autumn: Cross country and Speed Stacking Spring: Football and Dance Summer: Athletics (Sport Day) and Netball	There are regular opportunities for all children to engage in competitive activity.	

<p><u>2d Extra-curricular</u> Continue to provide a range of before school. lunchtime and after school clubs. Take part in County dance festival</p> <p>Organise additinoal sports clubs by wider agencies to support relaxation : mindfulness, yoga,</p>	Sports coach 2 x football clubs and cross country club (before/after school) as 1a	PE lead and coach to organise sports clubs with the support of outside providers and school staff	Over the year almost all children take part in a school sports club.	
<p><u>3a Competitive Sport</u> Through Stevenage Sporting Futures and local contacts take part in local competition. Increase participation in B and C team competition.</p>	£450 TA to accompany teams	Teams participate as per Stevenage Sporting Futures Calendar. PE SL seeks to organise one B and C team competition each term.	Children from across the school and from different groups take part in a range of local competition. Most able pupils are able to use their skills in competition.	
<p><u>4a Professional Development</u></p> <p>Membership of 'Stevenage Sporting Future'</p> <p>Team teaching with PS SL and sports coach</p> <p>2 x PE CPD)snippets 2 x per term</p> <p>Observing lessons INSET (PE lead/Head)</p>	<p>£3125</p> <p>PE leader and class teacher x 1 day termly £600</p> <p>PE lead INSET/supply – as PE subject leader</p>	SSF and other relevant INSET for PE lead and teachers across the year.	Teachers are upskilled in relevant areas.	
		PE SL to work with class teacher to look at cohort strengths/weaknesses, plan collaborativelty and deliver lessons.	Teachers are upskilled in relevant areas, Teachers are upskilled in assessment. Teachers are aware of health and safety requiremetns for PE.	
		School based INSET for all teachers – 'snippets x 2 termly	There is regaulr PE CPD for all teachers.	
<p><u>5a Monitoring</u></p> <p>PE is part of school monitoring schedule</p>	<p>2 x 1 hour observations termly (Head)</p> <p>PE non-contact as 1a</p>	Provide team teaching opportunity for teachers across year, particularly those new to school/NQT. Training is targeted to individual needs and development of assessment.	Class teacher skills in PE improve. The qulaity of teaching PE is at least good. Teachers improve knowledge in assessing PE skills.	
		Observer PE lessons as part of school montering programme.	Team teaching priorities are reviewed. The quality of teachiung PE is at least good.	
		Termly pupil voice on PE provision Curriculum review (SIP priority)	PE is a curriculum strength Gold standard criteria is maintained.	