

## PE and Sports Premium Spend 2019/20

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
<p>Gymrun – We have measured all our KS2 children’s baseline fitness levels and then invite them to a weekly breakfast club.</p> <p>Wake n Shake – We have approx. 50 children a week attending a weekly session before schools for half an hour dancing and exercising.</p> <p>Lunch Leaders – We have implemented a lunchtime club where Y5 pupils run activities for the other children to get them involved.</p>	<p><u>PE lesson and structuring</u></p> <p>Feedback from teachers after CPD, lessons and monthly meetings with Pe co-ordinator to explain, help, guide and assist with the lesson plans.</p> <p><u>Child Self-agency in PE</u></p> <p>The use of reflective practise sheets straight after lessons with children who give their own feedback on their learning in lessons and stick these sheets in a book to use this as a PE book.</p>

Meeting national curriculum requirements for swimming and water safety.	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><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.</p>	<p>43%</p> <p>12 out of 28 children</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>18%</p> <p>5 out of 28 children</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>0 % There was no test for this.</p>
<p>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?</p>	<p>Yes <b>(No)</b></p>

Academic Year: 2019/20	Total fund allocated: £	Date Updated:		
<b>Key indicator 1:</b> 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: 10 %	
Intent	Implementation	Impact	Sustainability and suggested next steps:	
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?	
<b>We want children to leave FVA with a positive relationship to health, activity &amp; fitness, led by the “I am Active” slogan.</b>	<p>We have a wake and Shake Breakfast club once a week for all children.</p> <p>Gymrun Breakfast club to run once a week for specifically lower active children.</p> <p>Daily Mile to be implemented in summer terms.</p> <p>Bikeability</p> <p>Including more little heart raising activities at times of the day when PE isn't timetabled. These will allow our children to become fitter, healthier and stronger and benefit them mentally and socially as well</p>	<p>£300</p> <p>Part of £9980 for FS</p> <p>£100</p>	<p>Pupils are all aware of their options in coming to breakfast clubs for exercise and this is promoted a lot more throughout the school. We had an average of 40 children attending weekly, with a higher number of different children attending</p> <p>As a result our uptake has increased in both wake and shake and our gymrun breakfast clubs. Gymrun going from 4 children last year to 16 this year.</p> <p>Many children have decided to bike to school since having the lessons. An increase of &gt;5% according to our survey.</p> <p>Children also participate in dance at the end of lessons as a pulse raiser and often request to do</p>	<p>Making sure that we keep up the high level of promotion throughout the school and keep the childrens options open and vast. Keep an accurate count of who participates.</p> <p>Monitoring who is attending at least 1 club or activity as well as who is getting 30 minutes a day and seeing what % of pupils are achieving this.</p>

			this. "I love doing the Dance videos" JS	
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: 10 %
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 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><b>We want PE to cater to all disadvantaged groups with varying needs, standards and abilities Allowing children to realise and create a positive relationship with sport through self-agency, as we give them the knowledge to PE's social, mental and physical benefits and develop them as a whole person.</b></p> <p>We are focusing on our "I am an athlete" ethos towards PE and sport.</p> <p>Lastly we are also aiming to enter into more sporting competitions and tournaments with other schools to raise our PE profile and attach some pride in representing team FVA in sports events.</p>	<p>Implement a whole school healthy/active lifestyle week for students and staff. Activities to be planned for by teachers for children and outside specialists to come in and take classes.</p> <p>Teacher CPD on lesson plans including Self-agency Promoting Self-agency in PE lessons so that children take a greater ownership of PE and have a keener interest in events.</p> <p>School sports events and teams to be promoted and ensuring that representing these teams is something children should be proud of.</p>	<p>£600</p> <p>Part of £9980 for FS</p>	<p>PE is now promoted throughout the school in a variety of ways and children understand the "I am athlete" ethos. "The children loved the cosmic yoga and want to do it all the time" JW</p> <p>It starts with more out of school sports competitions and children having access to those competitions, as shown by our GOLD school games award.</p> <p>Also we have lunch competitions and games during lessons to promote the healthy competition that sport can bring but also increase participation levels.</p> <ul style="list-style-type: none"> <li>- Just Dance</li> <li>- BBC supermovers</li> <li>- Gymrun</li> </ul>	<p>Continuing to achieve Gold at the school Games mark, Even increasing our competitions levels in future.</p> <p>Monitoring how much in-curricular activity the school and more specifically each class is doing a day.</p>

		<ul style="list-style-type: none"> <li>- Daily mile</li> <li>- Go noodle</li> </ul> <p>Fun games and activities during the school day/ before/ lunchtimes have allowed children to see the fun side of activity</p> <ul style="list-style-type: none"> <li>- Breakfast gymrun club</li> <li>- House competitions; football, basketball, hockey, dodgeball.</li> </ul> <p>All this has changed children's attitudes to a more positive one with sport and also competitions allow children to see the emotional/social benefits. E.g. resilience and fair play. "Children come up to me and say today is their favourite day as its PE day"</p>	
--	--	--	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				40 %
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 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><b>We want children to have a comprehensive knowledge of all basic skills that will serve them well in accessing all sports in their future, delivered by teachers. As a result we would like to increase teachers confidence in delivering this.</b></p> <p>Giving teachers the knowledge and resources to deliver high quality PE lessons that facilitate high levels of child led self agency. Allowing children to take ownership of their learning.</p> <p>Showing teachers the coaching skills needed to deliver these lessons and providing them with the equipment for this as well. Both of these increasing teachers confidence in PE as a result. Resulting in children receiving higher quality PE teaching.</p>	<p>Buy into CLF support of SSCo for one day per term.</p> <p>2 coaches from futurestars will work with the school for one afternoon a week for the whole year (38 weeks in total). Teachers will team-teach with Future Stars coaching staff – 1 session per week, 2 terms CPD for each class teacher. Full access to all session plans before and after the coaches work with the teachers will be provided.</p> <p>FVA will receive a CPD staff Inset on PE - used for either an introduction to the project or to help with another sport/area of PE.</p> <p>Regular PE meetings between teachers and Co-ordinator to discuss any issues and future</p>	<p>£1,900</p> <p>Legacy project from Futurestars £9980</p> <p>Included in FS £9980</p>	<p>SSCo runs school Football Team. Offers termly PE support meetings for PE Lead and offers regular information/ advice.</p> <p>Staff have had a CPD on both the lesson plans and on how to include more PE into the school day.</p> <p>Teachers are implementing new lesson plans in their lessons and children are showing higher levels of self-agency. This is evidenced through the use of their reflection sheets/ PE books. E.g. "Today I learnt about aiming with my eyes and arms and out school value resilience". EW</p> <p>Teachers have more access to the Pe co-ordinator for any questions or queries in how to best teach PE and implement the lesson plans.</p> <ul style="list-style-type: none"> <li>- Easily accessible updated Pe folder on T-drive</li> </ul>	<p>The lesson plans are all on the system so new teachers can easily access and use them with guidance from an experienced teacher/ PE co-ordinator.</p> <p>Teachers have an open communication line with the Pe co-ordinator.</p> <p>Next steps would be to watch Teachers' lessons and give them further guidance on how they can improve their lessons</p>

	actions		-PE co-ordinator available for drop ins & discussion Wednesday Questions such as “how can I improve their throwing”, what can I do as a fun warm up? & how can I get the children to use self-agency more?”	above and beyond their current teaching.
--	---------	--	--	--

**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation:  
30 %

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 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><b>Children to leave FVA understanding how sport embodies British Values. We also want children to see the benefits of healthy competition and give them the opportunities for this.</b></p> <p>Introducing new sports into the curriculum, especially KS1, for children to learn and try that they may not of before</p> <p>Entering and competing in a greater amount of competitions allowing our children to experience the benefits both mentally, socially and physically of representing our school in tournaments.</p> <p>Including more exercise options for students both before during and after school giving our pupils more</p>	<p>Buy into CLF support of SCo for one day per term - Nigel Cooley is to run a football lunchtime club for Year 6 (30min a week).</p> <p>Pooling funding with other schools to provide CLF SCo Transport Fund</p> <p>Attending School Games competitions to sustain Gold award.</p>	<p>£1900</p> <p>£600</p> <p>£1150</p>	<p>Our school football team has been very successful winning 2 of their games and more importantly giving children access to healthy competition. 12 out 14 students regularly attended practice.</p> <p>We participated in several School Games competitions including indoor Quad-kids introducing children to new activities like long jump and foam javelin. All of Y6 participated in this, as well as Y5 in a football tournament</p> <p>We have Cricket (Gloucestershire CCC) and Tennis (Downend Tennis club) take session with our pupils during the year.</p>	<p>All of our partnerships are yearly activities and refresh for next year allowing a new group of children to take part.</p> <p>Out curriculum mapping is on our system so teachers are able to choose a wide variation of sports, all with lesson plans to teach throughout the year.</p>



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10 %
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 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><b>To develop a positive attitude towards competitions using values such as fair play, sportsmanship and teamwork to lead this and remembering winning and losing is a healthy aspect of sport.</b></p> <p>Entering and competing in a greater amount of school games competitions allowing our children to experience the benefits both mentally, socially and physically of representing our school in tournaments.</p> <p>Promoting our sports teams and playing for our sports teams, creating more pride in playing for our teams giving children that feeling to be proud to compete.</p> <p>Including more games during PE lessons and in the curriculum as a whole; here children can experience healthy competition and learn how to win and lose, while reinforcing that winning isn't the most important part of PE.</p>	<p>HF to apply for School games Gold award when the application is released.</p> <p>To attend at least 4 intra-school games competitions and 3 inter-schools games competitions. See calendar of competitions HF has.</p> <p>Children are to go to Football League games in a local league with other schools.</p> <p>Additional staff release hours to take children to School Games competitions and football league matches</p> <p>Lunch clubs to be run that allow for intra-school competitions and promote fair play and competitiveness.</p> <p>Children to attend Bristol Together Championships (Year 5)</p>	<p>Included in FS £9980</p> <p>£540</p> <p>£200</p>	<p>Children have a much better attitude towards sport and competition; we have managed to change sport from winning whatever to having fun with all children, enjoying competing but also playing fair and allowing others to be included and thrive.</p> <p>Children are more resilient as a result and take more mature attitudes to winning and losing, learning to both win and lose gracefully. "I have noticed that since completing our PE last term, the children are more focused on helping each other and being resilient rather than winning". HF</p> <p>As a result more children are competing in sport, we had a greater amount of children competing in out of school sports activities than before, as well increased numbers in clubs both</p>	<p>It is really important that we continue to promote positive relationships within and with sport for children.</p> <p>Our lesson and lesson plans are sustainable as they are on our schools system and accessible for all, they include lots of games and competitions as well so these can be carried forward.</p> <p>We need to make sure we keep achieving the Gold award in school games and keep entering as many tournaments as possible, ultimately with the goal of achieving platinum award (5 golds in a row)</p> <p>Our school Pe board needs to be maintained, it will keep the area it has on the wall but we need to keep updating it as often as we have throughout the year.</p>

			before and after school. Breakfast Gymrun participants increased from 3 to 10, FS after school club increased from 4 to 8 and students participating in out of school competitions went up from 30 to 60.	
--	--	--	---	--

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	