

**CAROLINE HASLETT PRIMARY SCHOOL
SPORTS PREMIUM FUNDING REPORT
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 pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
<p>Silver Sports Mark achieved – 2017 Gold Sports Mark achieved – 2018/2019 Winner of School Sports Partnership, Primary School of the Year - 2016 Winner of School Sports Partnership, Leaders of the year for Sports Ambassadors – 2016 PE Team includes teacher and Sports coach PE Team facilitate before, lunchtime and after school clubs Teams have won County Games events – Girls Football, Cycling teams and represented Buckinghamshire schools Multiple gold medal swimmers at MK championships Cross Country Team medallists Athletics Team have won the MK Large Schools competition 2017/2018/2019 Boys have successfully run A, B and C football teams Korfbal team finished third in MK championships 2018 Dodgeball team won the MK championships 2018</p>	<p>To carefully monitor the return of children following Covid-19 School closures, renewing a focus on health and fitness To stress the social benefits of sport to support children’s return to school following Covid-19 To develop new ways of offering fixtures and other competitive sport in view of new social restrictions To maintain the high achievements of the school To maintain the Gold Sports Mark To maintain a high focus on inclusion and equal opportunities To create new opportunities for adventurous sports throughout in-school learning as well as extra-curricular activities To continue offering development and leadership opportunities through the Sports Council</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>N.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>87%</p> <p>We planned to offer top-up swimming lessons to Year 6, however, due to Covid-19 this did not happen.</p>
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	70%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	63%
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?	No. Due to Covid-19, our planning to provide top-up lessons to Year 6 had to be cancelled.

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 pupils today and for the future.

Academic Year: 2019/20		Total fund allocated: £		Date Updated:	
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:
					%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<ul style="list-style-type: none"> Continued development of physical activity during unstructured times Close monitoring of engagement for all pupils including analysis of vulnerable groups For activities to be developed alongside the progression and interests of the children All children to receive two hours of high-quality PE teaching per week All teaching staff to understand and promote the use of movement throughout 		<ul style="list-style-type: none"> Before and after school clubs Sports Coach to take the lead on planning, co-ordinating and further developing the sports offered at unstructured times PE Team to take a lead on monitoring pupil engagement PE Team to use their data analysis to develop the sporting offer targeting vulnerable groups e.g. disadvantaged, less active, SEN/D Whole school training on Active learning and the promotion of Active minutes and movement in the classroom/curriculum 		£12,790	
				<u>BUDGET REALLOCATION</u> <ul style="list-style-type: none"> Due to COVID restrictions and the implications caused by having 14 bubbles with the partial reopening of school (Key Worker, YRR, YR1, YR2, YR5 and YR6) budget was allocated to ensure that returning pupils could use outdoor facilities to maintain an active life style. Budget was reallocated to purchase sports resources that could be used safely by each bubble without the risk of contamination. Online resources were 	
				<ul style="list-style-type: none"> School is in a strong position of highly valuing sport and placing a focus on healthy activity. There is a whole school approach to the promotion of sport for all. Next year we will need to have a strong focus on assisting the children on the transition back to school following Covid-19 and will need to be creative in our approach to keep the program offered diverse in nature and inclusivity. 	

<p>the school day</p> <ul style="list-style-type: none"> Continued development of Leadership Roles through Sports Council and differentiation within quality first provision 	<ul style="list-style-type: none"> Healthy eating weekly competition to encourage children to eat more fruit and vegetables PE Team to be proactive in the promotion of leadership within lessons PE Team to be proactive in the promotion of links with the local secondary schools, professional clubs and wider community MKSSP curriculum planning ensures consistently, high quality curriculum planning The outdoor gym is timetabled during curriculum time and during the break and lunch times 		<ul style="list-style-type: none"> used in bubble classrooms when the weather did not allow for time outside with equipment. Google Classroom was regularly updated with videos, inter school challenges, indoor and outdoor activities for children who were shielding or learning from home during lockdown. PE learning was sent home weekly to every child to support and maintain an active lifestyle. This was in the form of challenges and exercise routines. All staff are confident in the use of movement in the classroom and wider curriculum and fully understand the benefits this provides to pupils Children understand the rationale underpinning the use of movement in the classroom and can self-assess the positive impact All pupils take pleasure in sport and are able to access 	<ul style="list-style-type: none"> There will need to be an increase in monitoring and data analysis to ensure no children or groups of children are at a disadvantage. We will need to think creatively to ensure that we continue to offer our wider community a range of leadership opportunities in view of the potential new social restrictions that may be in place.
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			<p>a diverse variety of sporting opportunities</p> <ul style="list-style-type: none"> • Pupil Voice is considered and valued in the choices of provision made by the school • Children have the opportunity to refine their sporting skills and develop further in their chosen areas of sporting interest • Vulnerable groups and individuals are closely monitored and provision is adjusted as a result of data analysis • Leadership throughout the school is strengthened and children can speak confidently about their leadership roles 	
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p>
				<p>%</p>
				<p>0%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<ul style="list-style-type: none"> Combining the PE Team within a Wellbeing faculty alongside PSHE and RE helps to raise the profile of sport and ensures a high level of consistency across the entire curriculum and all school policies. There is alignment in how PE is assessed and reported against other curriculum areas. Sports coach joining INSET and Twilight meetings ensures the same outstanding quality first provision in PE as in all other curriculum areas. 	<ul style="list-style-type: none"> Faculty meetings and discussions are minuted and include all members of the PE Team PE is included on the faculty action plan with targets that are in-line with other subjects The PE Team have ownership over the action plan and can articulate the aims of the plan and how it is successfully implemented The PE Team are upskilled by considering assessment for learning and teaching and learning in other subjects and are able to transfer this knowledge to their own curriculum specialism 	<p>£0</p>	<ul style="list-style-type: none"> The profile of PE as a subject has been raised and is valued within the context of the school curriculum. All members of the school community including children, families, staff and governors understand the rationale behind the PE action plan and can offer their contribution towards the school's sporting offer. The close relationship between the PE team and the school's SEN/Dco has allowed for excellent transference of skills in supporting the children to enjoy an array of inclusion activities including festivals and other competitive events 	<ul style="list-style-type: none"> PE will continue to be part of the Faculty as this has been very successful in assisting us in reaching our goals for PE. Equally the inclusion of PE has impacted positively on the wider curriculum. The faculty will continue to explore how the PE Team can bring their particular skill set to the challenge of maintaining outstanding provision in school life, particularly in the realms of extracurricular activities and cultural capital
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				7%
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:
<ul style="list-style-type: none"> Increasing opportunities for CPD for all teaching staff to widen the range of sporting opportunities available across both Key Stages. Developing the existing teacher skill-set to increase expertise. Increasing opportunities for peer to peer support in the teaching of PE. Sports Coach to offer bespoke, in house training 	<ul style="list-style-type: none"> Staff encouraged and supported to request CPD in PE from a range of outside providers and with the MKSSP. Staff encouraged to develop their own interest and expertise of individual sports through organising and running extracurricular clubs and one-off sporting opportunities, with a particular focus on competitive opportunities. Develop a programme of peer to peer support with an ethos of collaboration 	£1,377	<p><u>Budget Reallocation</u></p> <ul style="list-style-type: none"> Staff (Teachers, TAs and MSA's) receive training on how they can support active lifestyles whilst keeping Covid safe in bubbles. This is delivered in house and has a focus on active lifestyles as well as games and sports training. A wide range of sporting opportunities are being offered by teaching staff across the school. Children have access to extra-curricular opportunities across the breadth of the PE curriculum as well as the opportunity to play team sports and to represent the school as part of a team. 	<ul style="list-style-type: none"> Increasing CPD for all staff remains a target. PE teaching within school is largely completed by the Sports Coach and therefore wider staff upskilling tends to take place for and through extracurricular clubs and other sporting opportunities. The Wellbeing Faculty will continue to monitor this closely and seek to be innovative and solution-driven in ensuring that this continues and is further developed.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	28%
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>Additional achievements:</p> <ul style="list-style-type: none"> Increasing the range of sports and activities on offer so that children are able to try a wider variety of sports. Increasing opportunities for pupils to be taught by outside professionals Increasing children's knowledge of a wider range of sports through visits to a range of sporting venues 	<ul style="list-style-type: none"> Develop links with outside providers to run a varied programme of alternative sports that school may not have the equipment to offer. Monitor and target specific individual/groups of children to ensure inclusion of all. Further develop partnerships with local clubs and professionals to offer expert tuition from specialists Arranging school trips to local venues and those further afield as part of the children's cultural capital in relationship to sport. 	£5,510	<ul style="list-style-type: none"> Pupils have been able to benefit from a wide variety of opportunities which has raised ambition and aspiration within sport. Certificates and medals are awarded in assemblies to raise awareness of PE Very large take up for the virtual sports day, where children competed for their houses 312 children have taken up places at Breakfast and After School clubs Funding has now been allocated to explore a full range of extra-curricular sports which can be accessed by children in Covid safe bubbles. 	<ul style="list-style-type: none"> We will continue this way of working, collaborating with outside professionals to find effective ways of working through the new limitations imposed by Covid-19 to maintain an exceptionally high offer to all children.

			<ul style="list-style-type: none">• This will be introduced from Summer 2021 and will be available to children in all Key Stages.• Children with a range of vulnerabilities will be invited to access these as well as those who opt in to these additional sessions.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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:
<ul style="list-style-type: none"> To develop opportunities to engage in competitive sport at a range of levels 	<ul style="list-style-type: none"> School Sports Day includes all pupils with a focus on inclusion planning with the Vulnerable Groups Faculty Competitive intra-school games opportunities are planned for each half-term within the PE long and medium term planning MK sporting events will be utilised to target those pupils who may be otherwise reluctant to engage in sporting activities. This will have a particular focus on inclusive events. Local school links will be nurtured to provide a range of competitive team events allowing for B and C Teams There will be an A, B and C team for Football, Netball 	£0	<ul style="list-style-type: none"> 22 festivals and competitions entered this academic year 105 five children represented the school in out of school competitions All pupils engage in some competitive sporting opportunities throughout the year Pupils who show an interest and/or aptitude are encouraged to take opportunities to play against other local schools as part of our local schools' group. A, B and C Teams allow children of all abilities to engage in competitive support at an appropriate skill level. This allows for greater inclusion 	<ul style="list-style-type: none"> We will consider how we can make the most of sporting and competitive opportunities in light of the Covid-19 crisis. We will be innovative and solution orientated in preparing for sporting opportunities to resume as soon as social distancing measures permit. We will investigate new ways of offering the children competitive opportunities that allow for social distancing and other Covid-19 measures as appropriate whilst schools are not able to play competitively against each other

	<ul style="list-style-type: none"> • and Basketball. • Children will regularly have the opportunity to compete at Level 2 and, where possible, children will be encouraged and supported to represent the school at Level 3 			<ul style="list-style-type: none"> • We will investigate how the positive values of competition can be encouraged and nurtured within bubbles/classes utilising break times as well as PE lessons. • We will continue to develop that local links with schools that allow for local competitive games. • We will continue to develop our teams to offer as many Level 2 and 3 opportunities as possible • We will continue to consider competitive opportunities when completing our long-term planning of PE • We will continue to further develop our School Sports Day.
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Signed off by	
Head Teacher:	PAUL QUINTON
Date:	7/09/2020
Subject Leader:	MATTHEW NIXON-KING

Date:	7/09/2020
Governor:	
Date:	