

St. Mary's Catholic Voluntary Academy 2019-2020

Identified areas of relative strength	<ul style="list-style-type: none"> • A good variety of sports/activities taught as part of the curriculum and a good range of extra-curricular clubs offered. • Premier sports in to lead and encourage engage sport at play times. • Sports Council set up to lead and manage sporting activities in school. • Tracking children's attendance in clubs and a focus on ensuring every child takes place in a club or festival throughout the year. 		
Identified areas of relative weakness	Engaging the children's attitude to fitness and wellbeing		
Development foci	<ul style="list-style-type: none"> • Links with Sports Clubs to extend G&T • Wellbeing sessions • Fitness baseline 		
Total Sport Premium funding for school in 2019 - 2020	£18,960 16,000 + £10 per child (est.296)	Cost of development programme outlined below	£1,500 SSP Core Package - £350 BLM1 (September baseline) £350 BLM2 (End of SUM2) - did not take place due to COVID 19 £4,320- Premier Sports (3 x lunchtime clubs) - 36 weeks £4408 Swimming lessons - £3,545 transport £1500 estimated cover for transport and staff to attend events/ training £500 = new resources for new games children want to do. £250 Pound sessions for each class during Wellbeing day £250 Rubicon session (Skateboarding) for CIN day- postponed to May - did not take place due to COVID 19 £600 =12x£50 per session Generation Pound (x1 per week Spring- Summer)

PE ACTION PLAN 2019-2020

Priority -Objective	Action	When	Who	Success Criteria	Monitoring & Evaluation	Resources
Quality of Physical Education Teaching .1 Improve confidence and quality of delivery of curriculum in KS1 and KS2	Staff survey at beginning and end of the year to assess confidence. Mr Hopkins to lead at least x6 sessions a year to support staff. Staff to have support from SSP staff/ SC for any areas highlighted on their survey. NQTs to attend PE training courses run by SSP/ Premier Sports.	Jan 20-July 20	SC SSP Sean Hopkins	-Feedback from children will be positive about the content of their lessons. -Staff feedback shows more confident staff. -Enjoyment and engagement in PE is high. -High quality lessons observed.	Sean Hopkins has arranged to come in for 6 sessions during the Lent Term and lead PE sessions to inspire chn to engage in PE and encourage staff to monitor in different ways. Feedback from Staff and children was positive. All sessions were cross curricular and related to the children's current Topic. These lessons are transferable across other topics and can be reused each time in Cycle A. Staff Survey completed in June identified next steps for appropriate CPD.	SSP courses Mr Hopkins x 6 sessions (Easter term) SSP coaches in school
Achievement .2 To increase the fitness levels of children during PE, school sport and physical activity sessions	Use of Premier Sports coaches for competitions and increase playtime participation. To introduce more physical activity at playtimes with sports council planning a range of alternative sports. To encourage children to walk at least a mile a week. Children to complete an Autumn 1 BLM and then review at the end of Summer 2 after increased fitness sessions in PE.	P/S Sep 19- July 20	SC Whole school Premier Sports	-Clear expectations of extra physical activity slots throughout the day. -Extensions for G&T put into place -Improved fitness by the end of the year - Clear whole school approach to a fitness baseline/ assessment during Autumn term.	Premier Sports completed the first BLM test with the children in years 1 - 6. Certificates were awarded in assembly to those children who ran the furthest distance in the time. Y5 Mini Leaders were trained by Sean Hopkins during the Lent Term and began to lead activities during break and lunch time for KS2. This group of chn will continue to be Mini Leaders when they are in Y6.	Tracker for fitness levels (BLM) Timetables active slots. Playground timetable.
OSHL. .3 To increase the range of sports and activities led by children and adults.	Wider range of resources and Football Free Fridays to use the space better and inspire more engagement. Sports Council to lead events over the year and encourage healthy snacks and activities. Have outside clubs come in and share their sports to encourage chn to continue to play them.	Sep 19- July 20	SC Sports Council members	-More children being observed being active. -More activities provided and monitored engagement. -Increased healthy schools attitude - Increased range of outside agencies visiting school. - Increased variety of sports at lunch time led by SSP. -Sports Council lead new games	Staff trialling some new after school clubs to engage children-Rounders Club for KS2 (Sum 2) Cluster events have been changed this year to introduce some new sports such as Gaelic Football (April) . Swimming Competition being arranged for Sum 2 by SC to continue to introduce Swimming as a competitive sport.	

				-More children being leaders during PE	New activities/clubs from outside agencies including: Glow in the Dark Dodgeball, Boogie Bounce, Generation Pound and Skateboarding. All classes attended a Drummercise session. Due to COVID 19, Gaelic Football, Rounders and the Swimming competition did not take place.	
Achievement .4 To monitor and raise standards in PE and OSHL especially G&T.	Planning/assessment scrutiny, observations, pupil interviews, analysing end of club reviews, auditing/buying resources. Use outside agencies to inspire the chn. Book talk with children once a term to gather feedback and prepare for deep dives.	Monitoring Jan-July 19 Staff and Pupil interviews/ book talks - October 19, Feb 20 and June 20	SC RS Wider curriculum team	-Clear assessment trackers being used -Clubs reviewed each half term -Pupils interviewed -Club attendance analysed each half term and this aids planning for next clubs -SC to do drop ins on PE lessons	Book talk (pupil interview) completed for the Autumn Term with a range of children from FS2-Y6. Number of children attending clubs reviewed and new clubs planned from this. New assessment tracker introduced for September 2020.	
OSHL/ leadership .5 To increase the number of children from vulnerable groups attending clubs and sporting events throughout school	-WOW wall of children engaged in sport in and out of school to inspire other children. -through a raised profile of school sport and a whole school vision. -Staff monitor the attendance and ratio of chn in vul groups in their group and invite children as necessary -Vulnerable chn invited to attend festivals.	Sep 19- July 20	SC All staff	-To engage with SSP competitions and festivals -Catholic school games event attended -Catholic Cluster events	The percentage of PP children attending at least one extra-curricular activity per Week increased from 42% in the Autumn Term to 72% in Spring. Vulnerable children have been invited to attend after school clubs, SSP events, Catholic Cluster events and clubs run by outside agencies. The attendance of clubs, festivals and competitions is monitored.	Release for staff for day events Staff to sign up for competitions and festivals
To increase the number of year 6 who meet the national curriculum swimming criteria.	To send children in Year 5 and 6 swimming if they cannot swim 25 metres after finishing swimming lessons during year 3 and year 4. To collate a complete whole school review of the children who can swim 25m.	Oct 19 -July 20	SC	-more children can competently swim 25metres -can use a range of strokes effectively -can perform safe self-rescue in different water-based situations	SC has been supporting the teaching in y3/4 /5 & 6 to provide more capacity. Swimming timetable updated. Whole school swimming record updated after each class has attended lessons. This record contains the distance each child can swim. Y6 2019-2020: - 40/50 children (80%) can swim competently, confidently and proficiently over a distance of at least 25 metres.	Swimming lessons at Woodlands

					<ul style="list-style-type: none">- 40/50 children (80%) can use a range of strokes effectively.- 50/50 children (100%) can perform safe self-rescue in different water-based situations.	
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