

SNETTISHAM PRIMARY SCHOOL

PE PREMIUM SPENDING REPORT 2019/20



Beliefs and Values

At Snettisham Primary School, we believe that physical education plays a vital role in the development of children, where they learn to develop a healthy lifestyle, raise achievement across the curriculum, develop confidence, teamwork and leadership abilities and develop and embed a sporting habit for life.

| Key achievements to date: | Areas for further improvement and baseline evidence of need: |
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| <ul style="list-style-type: none"> • Maintaining an environment that builds physical literacy within the school so that children can be active on site before school, during breaks and after school as well as during lesson times so that 30 mins activity is met • Increasing the number of sporting opportunities in school at a whole school level and inter school level. • Developing teacher subject knowledge and introducing new sports • Raising status of sport and competition so that there is increased participation in cluster events that motivates children and families <p>Good participation rates in sports and clubs with competitors volunteering for all competitions entered – sprint, trigolf, team events, athletics, swimming, football</p> | <ul style="list-style-type: none"> • Increasing sports for girls so that girl's confidence, participation and skill matches boys -represent 50% of team events and individual sports • Introduce 60 mins daily challenge by involving families in Walk To School sessions, Quick organised activity before bell goes (jogging on site, 10 mins aerobics, and organised sports coaches at lunchtimes • Increase conscious delivery of physical literacy, focusing on fun and enjoyment and aiming to reach the least active. |

Evidencing the Impact of the School Sport Premium

The following guidelines outline what Ofsted Inspectors will be looking for upon their visits.

1. Increase participation rates in such activities as games, dance, gymnastics, swimming and athletics;
2. Increase knowledge of teachers within the subject area through CPD, team teaching and access to resources
3. Increase, amount and success in competitive school sports both inter and intra school;
4. More inclusive physical education curriculum;
5. Growth in the range of provisional and alternative sporting activities (new sports);
6. Improved partnership working on physical education with other schools and other local partners
(School Sport Associations, NGB's, County Sports Partnerships, clubs etc);
7. Links with other subjects which contribute to pupils' overall achievement and their greater social, spiritual, moral and cultural skills;
8. Greater awareness amongst pupils around health and wellbeing e.g. dangers of obesity, mental health, smoking and other such activities that undermine pupils' health

9. Improved physical education lesson planning and pupil assessment.

KEY PRIORITY TARGET

More inclusive physical education curriculum to improve physical literacy- enjoyment and confidence
Growth in the range of provisional and alternative sporting activities (new sports)

Enrichment Sports Activities at Snettisham Primary School planned for 2019/2020

- Multisport club
- Swimming lessons in Y2
- Dance and performance event
- Archery
- Ugly bug ball dance and singing concert
- African dance and music
- Tri Golf, Tag Rugby
- Bike eventing/ sponsored bike ride
- Walking
- Jogging Club
- Beach session
- Sponsored colour run
- Area cluster sports
- Forest School Sessions onsite and offsite
- EYFS sessions at Lynn Sport
- EYFS sessions at Farmer Freds (play equipment indoor centre)
- KS 1 fitness festival
- Sports Day at Junior School – competitive events and team collaboration YR

| Academic Year: 2019/2020 | Total fund allocated: £ 16,880 | September 2019 | Spend so far £0 | |
|--|--|--|---|--|
| Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 60 minutes of physical activity a day in school | | | Percentage of total allocation: | |
| | | | 50% | |
| INTENTION School focus with clarity on intended impact on pupils: | IMPLEMENTATION Actions to achieve: | Funding allocated: | IMPACT Evidence and impact: | Sustainability and suggested next steps: |
| <ul style="list-style-type: none"> • Increase participation of pupils in daily organised activity to 60 mins with sports sessions organised daily at lunch time • Focus on physical literacy (enjoyment, confidence, competence, understanding and knowledge) for youngest children in EYFS and KS1 • Raise awareness for children and families of benefits of regular activity on health and wellbeing • Increase parental commitment to support health lifestyles for children | <ul style="list-style-type: none"> • Organise CPD for MSA and TAs using School Sports Coordinator Tracey Bowyer that develops simple fun, organised games that can be played at break and lunch – Play leaders, Play Buddies to initiate and organise these games • Buy in Sports Coaches for some lunch sessions each week on field • Increase fun sports equipment in Early Years Play area • Replace safety flooring around existing play equipment in KS1 Start organised activity before school – linking with family drop off • Initiate walk to school project for local residents | <p>£2,400</p> <p>£30 ph 3 sessions pw £2,700 Per annum</p> <p>£1,500</p> <p>£1,500</p> | <p>Encouraged by staff and other pupils, 100% children are all active at break times, playing games and exploring physical development opportunities provided</p> <p>Sports coaching short sessions at lunchtime enable additional knowledge and skills to be taught to build competence and confidence</p> <p>Less confident pupils (girls, less active) are observed enjoying resources and taking part in activity</p> | <p>Allocate lead MSA at lunch to encourage participation and organise play leaders to continue leading games</p> <p>Sports coaches to model games for MSA so that they can continue sessions in future</p> <p>Girls and Less active placed into sporting competition events to encourage confidence and enjoyment</p> <p>Posters for families reminding them about value of increased daily activity- reward passports, walking bus?</p> |

| Key indicator 2: Increase knowledge of subject area teachers through CPD, Team Teaching and access to resources £ 3,200 | | | | Percentage of total allocation: |
|--|--|---|--|--|
| | | | | 20% |
| INTENTION School focus with clarity on intended impact on pupils : | IMPLEMENTATION Actions to achieve: | Funding allocated: | IMPACT Evidence and impact: | Sustainability and suggested next steps: |
| <ul style="list-style-type: none"> Staff will report increased knowledge to deliver wide range of sports- both traditional and inclusive following model sessions with TB Staff feel confident teaching Real P.E | <p>Tracey Bowyer to model 3 sessions per teacher through year Dance, Gym and games</p> <p>Paired observations with HJS staff</p> <p>Real PE Training for 2 member of staff £450pp Staff Refresher £ One P.E lesson a week is to be taught using the Real P.E program</p> | <p>£2,200</p> <p>£1,000</p> | <p>100% teachers will deliver confident lessons with good deployment by teaching assistants</p> <p>All teachers report that knowledge, skills and expertise for teachers are increased through supporting across key stages</p> <p>Real PE is delivered weekly across Ks1 and Ks2 Pupils report enjoyment and engagement for all is observed</p> | |
| Key indicator 3: Broader experience of a range of sports offered, new sports for inclusion £2000 | | | | Percentage of total allocation: |
| | | | | 12% |
| INTENTION School focus with clarity on intended impact on pupils : | IMPLEMENTATION Actions to achieve: | Funding allocated: | IMPACT Evidence and impact: | Sustainability and suggested next steps: |
| <p>Increase positive attitudes to sport and activity opportunities particularly for girls</p> | <p>Build musical, social and colourful activity into sports curriculum overview</p> <p>Purchase resources and organise events</p> <p>Dance athon</p> <p>Yoga week</p> <p>Zumba sessions before school</p> <p>Baton/ribbon twirling</p> <p>Dance club</p> <p>Invite successful female sport people (eg former Heacham pupil Captain Norwich City women's team) into lead assemblies, visit classes and run coaching clubs</p> | <p>£1000 for resources</p> <p>£500 CPD for sports overview</p> <p>£500 for Sports celeb</p> | <p>Girls are chosen for competitive sports event so that the split is 50/50 girls and boys</p> <p>All pupils receive inspirational messages from female sports people on termly basis</p> <p>Termly opportunities for dance/performance activity</p> <p>Weekly dance club</p> <p>Resources at playtimes to access movement</p> | <ul style="list-style-type: none"> |

| Key indicator 5: Delivery of health awareness within curriculum – healthy body, healthy food and healthy mind £3580 | | | | Percentage of total allocation: |
|--|---|--------------------|--|--|
| | | | | 18% |
| INTENTION School focus with clarity on intended impact on pupils : | IMPLEMENTATION Actions to achieve: | Funding allocated: | IMPACT Evidence and impact: | Sustainability and suggested next steps: |
| <p>Develop space in day for mindfulness and mental health</p> <p>Increase links with whole body health building opportunities to cook and share healthy food</p> | <p>Find a cosy, calm space close to classes to adapt into chill out space for reflection Resource with sensory, de stress resources/lights/cushions</p> <p>Deputy Head lead implementation of Jigsaw across school Utilise Jigsaw resources and lessons for weekly lessons that emphasis healthy whole body and lives</p> | £3600 | <p>All children have simple strategies to calm themselves down and realise this is good for their health</p> <p>Space is completed and used on daily basis by Dec 19</p> <p>100% children receive good teaching for health education (evaluated through Healthy Schools matrix 2019) and can talk about it</p> | <ul style="list-style-type: none"> |