

Our Lady Star of the Sea Catholic Primary School

Sports Premium Funding Impact Report 2018-2020 (Due to the COVID Pandemic we have combined two years impact)

In 2013 the Government demonstrated their commitment to Physical Education by announcing the allocation of funding. This funding was jointly provided by the Departments for Education, Health and Culture, Media and Sport, and saw money going directly to primary school head teachers to spend on improving the quality of sport and PE for all their children. The drive behind this funding has always been to ensure that schools can make improvements which are both sustainable and also provide children with opportunities to develop a lifetime commitment to be healthy and active. This funding has continued since, and in 2018/19 the school received £18,070 and in 2019/20 received £17,700. This year 2020/21 funding remains at £17,700

Our Lady Star of the Sea Vision for the Primary PE and Sport Premium

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

At Our Lady's, Physical Development lies at the heart of our curriculum. We recognise that it is an integral aspect of whole child development. Our vision is to provide children with a physical vocabulary which grows confidence, self-belief and an ability to realise that the key to unlocking their potential lies within themselves. We know that high quality Physical Education will support each child to become self-aware and progressively enable each individual to begin to understand the potential they have. In developing their understanding of the importance of a healthy lifestyle we hope that every child can begin to make healthy choices.

Principles

Our PE curriculum's key principles are:

- Pupil Led Learning
- Inspiring & Engaging learning
- Preparation for the Future
- Teamwork
- Leadership

We believe that PE and sports education should help nurture and equip children for the future. It should support pupils in developing values such as:

- Responsibility
- Independence
- Resilience

- Self-motivation
- Respect and consideration for themselves and others
- A perseverance to achieve their personal best

It should support pupils in developing skills such as:

- Communication and presentation
- Social interaction
- Confidence and high self-esteem
- Motivation and aspiration
- Leadership and team work

We recognise that PE and Sport should be quality, fun and fully inclusive regardless of sporting ability or SEND need

Impact of funding

Since 2013 this extra funding has enabled us to develop our vision: the quality of provision has improved, directly as a result of targeted professional development; active participation across various sports has increased and children are developing a greater understanding of the need to live a healthy lifestyle. We are proud of the current PE curriculum provision at our school and of the wealth of extra-curricular opportunities that we provide for our pupils.

Academic Year: 2018/2019 Total Funding: £18070					
A	B	C	D	E	F
PE and Sport Premium Key Outcome Indicator	School Focus/ planned Impact <i>on pupils Intent</i>	Funding £	Evidence Implementation	Actual Impact (following Review) <i>on pupils</i>	Sustainability/ Next Steps
1. High quality PE taught across the school by confident, knowledgeable staff who can support and challenge skill development.	Further evaluation of staff needs and areas to develop. Training matched to individuals. In school coaching and support.	600	Audit of staff needs through observation and discussion. Training attended and in school training and coaching completed.	All children are experiencing 2 hours of quality PE provision. Observations demonstrate that teachers have moved forward in their own development. Training and in-school support is helping them to provide quality learning opportunities.	Annual reviews/evaluations and forward planning to ensure that teachers have opportunities to keep developing their own skills. Important to keep sharing good practice and keep identifying areas needing further development.
	Training needs of new Y1 teacher identified and support provided.	500	Support with curriculum planning provided by SL. Initial follow-up with G. Swindlehurst looking at how children's skills have developed throughout Foundation	Year 1 teacher is using baseline evidence to pinpoint specific needs. All children are developing FMS at individual levels and are making progress.	Further training to embed practice - working alongside SL and G Swindlehurst.

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PE and Sport Premium Key Outcome Indicator	School Focus/ planned Impact on pupils	£	Evidence	Actual Impact (following Review) on pupils	Sustainability/ Next Steps
	Current curriculum reviewed to ensure skill coverage. Are children being supported and challenged? How are teachers delivering the Lancashire scheme, including the new Foundation element.	200	Curriculum has been reviewed and changes made. Teachers working closely with SL to engage in professional discussions; evaluating quality of experiences.	Curriculum develops skills progressively and children have opportunities to use and apply taught skills. AFL through observation is enabling teachers to pinpoint areas to develop. Children are being challenged at deeper levels	Embed this cycle of plan, do review to ensure that a quality curriculum engages all children and ensure that progression is measured across the year.
2. Continued development of Fundamental Movement skills in KS1 to increase teacher subject knowledge and understanding at this vital stage.	G Swindlehurst to work alongside Y1 teacher and Foundation Team to develop practice in identifying the stage a child is working at within FMS and to understand how to teach the next steps. Developing knowledge and understanding of key skills. Skills to be broken down further to enable teachers to pinpoint specific aspects of each skill. Constant evaluation of practice and understanding to take place.	1,000	Daily practice demonstrates teacher growing confidence and understanding. Data collected demonstrates skill progression and development . Children are making good progress.	Baseline and assessment at the end of the year demonstrates progress across the foundation stage. This has continued through Year 1. Observations demonstrate teachers have developed own understanding of how to break skills down. Teachers are working together to collect end of year assessments.	Embed training of Year One teacher to ensure all FMS can be taught effectively. Ensure baseline collected in July is analysed to identify areas which need addressing further.. Ensure transition information is shared between Reception and Year 1 and planning is informed by children's need.
	G Swindlehurst to work with Reception Teacher in the summer to identify the stages each child is working within. Measure progress across the Foundation Stage.	200	Data collected and progress evaluated across the foundation stage.	End of year data demonstrates that children have made good progress within the skills developed and taught. Training has been successful and staff are improving their practice. Reception weekly skill for parents to develop is impacting on development.	Embed this work to ensure that all team members understand the stages and can identify next steps when working with children. Continue with weekly skills which are shared with families to support skill development.
	G Swindlehurst to work alongside Nursery Team to develop FSM understanding using new guidance, Supporting staff as they create a baseline in autumn to identify stage and needs for each child.	200	Baseline data collected alongside video evidence.	Monitoring progress across the year demonstrates the impact of training. Staff are pinpointing need and are more confident in identifying next steps.	Staff now need to embed understanding and plan specific FMS development each half term - following Reception example. A skill to be shared with families.
	G Swindlehurst to continue to monitor group now in Y4 for research. How has targeting FMS impacted on Physical development over time?	200	Data collection including video evidence. Sept 2018	Data demonstrates that targeting specific skills has an impact on confidence and overall physical development.	This research has confirmed the importance of a planned strategy which monitors progress carefully, pinpointing next steps and need.

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3. Develop sporting qualities including leadership, perseverance and competition	Introduce Olympic values on a half termly basis which will inspire children to develop the key qualities needed to develop into sportsmen and women.		Observation of how children are accessing opportunities. How are they interacting with team members? How are they developing each quality?	Children have tried hard to reflect each of the values and weekly awards have celebrated those children who have been role models. This has impacted on whole school sport ethos. Children see how they interact with each other as being important.	To continue to develop sporting values through linkage with our 16 school virtues and through revisiting key Olympic values at key times of the year.
	Develop inter House competition so that children are experiencing competition every half - term. Both within lessons and during lunchtimes. The aim to develop children's awareness of key skills and attitude needed when competing against others.		Competition aspect of PE lessons. How are children accessing competitions? How are they developing their competitive edge alongside team members?	This has had a huge impact on whole school development. Children are developing a greater desire to win with an understanding that success depends on commitment and hard work and teamwork. Greater success has been seen in school teams too.	This now needs to be embedded and extended. Children need to experience loss and victory and develop an understanding of how to channel their emotions to make future changes and not to give up.
	Work with children and parents to develop an understanding of what it means to represent the school in any team or event. Creating an expectation of behaviour for both competitors and supporters which reflects our school mission.		The Sports Association's code has been given to all parents. School vision and expectation has been made explicit. Team competitions and venues - supporters' behaviour.	There is a growing understanding that to be an ambassador for Our Lady's means that you have to reflect 'you are precious in my eyes' in all interactions. This has been apparent in all teams and has seen teamwork thrive. It has also supported children in turning round their class learning. They know they have to prove themselves daily if they are to represent the school.	To continue to live our vision out through participation in sport. The whole concept of confidence in physical development impacting on whole development needs to be embedded in our teaching and learning. Through understanding the importance of being physical healthy and confident children will be able to thrive across the curriculum.
4. Develop Yoga with staff to provide well-being and training opportunities.	Through weekly sessions BW to work with teachers to provide well-being session to support management of stress levels. As part of this to develop staff understanding of how to use breathing exercises with children.	400	Staff attitudes and behaviours and working practices. Use of new understanding when working with children.	These staff weekly sessions have impacted positively on staff well-being. Those who have attended the sessions have talked about 'reduction in stress' and how breathing strategies have supported busy lives. Some teachers have transferred these practices to children.	BW to continue to work with staff but also to spend a morning in school working with classes to develop children's well-being.

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5. To ensure all children can swim 25m by the end of Year 6 and can complete water survival skills competencies.	To provide extra swimming sessions for Year 4 - increasing 12 sessions to 24. To provide top up sessions for children in Y5 who haven't successfully completed 25m.	2,200	Progress tables provided by swimming team and discussion and evaluation with teacher and TA.	After two terms of swimming all but one child can swim 25m. The majority have achieved the expected level in terms of stroke development and water survival skills. The families of two children are aware of gaps and have been advised to take the children swimming regularly over the summer.	The necessity for top up swimming needs to be reviewed annually to ensure non-swimmers have the opportunity to continue to develop their skills. Success of summer swimming needs to be reviewed in September.
6. The engagement of <i>all</i> pupils in regular physical activity – kick-starting healthy active lifestyles	Sport coach employed to run sport clubs for Foundation/ KS1 and KS2 during the lunch time period. (4x lunchtimes). Skill development	6,400	Employed coach Observations of sessions. Discussions with children to access impact.	All classes timetabled to participate in focus team sport throughout a lunchtime each week. Therefore 100% of pupils engaging in a variety of extra team sports each week.	To continue with lunchtime coach. To review sports offered and pinpoint areas which have the most impact. To extend to 5 lunchtimes.
	Year 6 sports leaders to be trained alongside coach to support delivery of sessions for Y3 & 4		Observations of sessions.	Year 3 and 4 children have been active during lunchtime and have enjoyed sessions. Respectful relationships have developed across year groups.	To train new sports leaders to engage/lead other groups at lunchtimes and playtimes.
	Coach employed to deliver before and after school clubs for pupils in Upper KS2 offering a range of sports.	760	Employed coach	All KS2 classes across school given access to a range of sports clubs: running, athletics, multi-skills, table-tennis, football, cricket.	Coach to continue to deliver sports clubs. Review sports and consider how more children can be targeted. Map out yearly programme linked to competitions.
	Coach employed to deliver before and after school clubs for range of pupils in lower KS2 and Y2 in small groups to deliver FMS.	1,600	Employed coach	All children in Lower KS2 and Y2 have been given the opportunity to work in small groups (8). These have been chosen by the teacher to pinpoint specific skills. The progress over the year has been demonstrated by the data collected at the end of the year. Children have made good progress	To continue to develop these small group sessions next year as coach and teachers work together to pinpoint specific skills.
	Coach to work alongside Y1 and Y2 teachers to develop FMS within PE lessons	1,500	Employed coach	Small group sessions supporting children to become more confident and more body aware.	To continue this work to support identified groups. To extend to other classes creating PE intervention sessions.

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	Teacher supported to deliver football training each week.	500		Teacher developing skills to co-deliver football training.	To continue to work alongside teacher to develop skills.
7. To develop a broader range of adventurous activities offered both on and off site.	To develop use of orienteering course using school grounds designed last year to provide differentiated activities for teachers to use as part of their PE and Geography curriculums.	300	Use of Orienteering course is being used as part of the curriculum.	Year 5 have used the course as part of their planned PE lessons. This enabled map work and outdoor and adventure to be combined.	The course now needs to be used throughout the next academic year to develop curriculum links and skills. Good practice needs to be shared.
	To provide children with a Cave experience.	450	Cave bus hired during the summer term.	Children found the experience both enjoyable and challenging. Children took risks, developed confidence and encouraged each other to travel through the length of the bus.	To repeat this activity and increase the challenge. Consider other experiences which can be organised on school grounds.
	To provide children with archery experience.	350	Archery team worked with all classes to develop skills at ARE.	Children loved this experience. For some it repeated family experiences but for many this was a first time experience which has led to families planning further opportunities.	To repeat this activity - identifying classes to experience a series of lessons.
	To ensure all Year 6 children can access a range of adventurous activities as part of the annual residential visit.	660 (£22 per child)	Children all attended the residential at Water Park and completed six adventurous activities.	Children enjoyed these activities which provided variable challenges. Key skills were mastered and confidence, risk taking and perseverance were a key focus.	To continue to provide this experience for all Year 6 children. To expand their experiences.
	To ensure all children experience an adventurous activity off site which involves teamwork, risk taking and developing key sporting qualities.	1,800	6 teachers have planned, and taken children out of school to complete an adventurous activity.	Children have experienced new activities which have involved risk taking and great challenge. Children have developed confidence, perseverance and teamwork. These key skills have enhanced classroom learning.	The success of this initiative needs to be embedded further. A whole school map of experiences needs to guide teachers when planning further trips.

Impact of 2019/20 PE and Sports Premium

During 2019/20 the vision was to embed the work completed during 2018/19 to ensure all initiatives and developments become sustainable. In addition further areas were identified to develop. The tables below outlines plans and impact for 2019/20, extra funding was planned alongside Sports Premium. It is important to remember that due to the Covid Pandemic plans were not all implemented and consolidation was not completed. During 2020/21 we will continue to embed these plans using our Sports Premium Funding (£17,700).

Academic Year: 2019/2020		Total Funding: £17,700			
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1. Continued development of Fundamental Movement Skills across Foundation stage.	To ensure that children develop key skills progressively and any needs identified quickly. To provide experiences and opportunities to practise these skills to be developed further.	400	Glenn Swindlehurst worked alongside Nursery during autumn supporting further knowledge development and understanding.	Teaching and assessments within nursery demonstrated that all children had made progress and most had achieved key milestones. Assessments in Reception in autumn demonstrated rapid progress.	This work needs to continue and baselines followed by termly evaluations need to be embedded across practice. Current staff are more confident to make judgements.
2. Support development of NQT in Year 1 as she develops her understanding of FMS and how to identify next steps.	To ensure high quality PE is taking place across Foundation/ KS1. To ensure fundamental movement skills are progressively developed and teachers have a support network to aid this work. To Sustain skill development.	400	G. Swindlehurst worked alongside Y1 teacher in autumn to demonstrate how skills can be identified and developed. LW and CB provided support and mentoring using leadership skills and own understanding of FMS to ensure sustainability.	Lesson evaluations and assessments at the end of autumn demonstrated that children were making good progress. Teaching was concentrating on developing key skills and children were growing in confidence. Foundation and KS1 were developing a strong body of understanding and knowledge.	As the full year had not been taught all this work now needs to be consolidated and children's physical development needs to be assessed in September so that next steps can be planned carefully to meet the needs of the children and close any gaps.
3. Develop more opportunities for competition within school.	To ensure healthy competition is embedded within PE lessons and throughout physical activity sessions. To provide opportunities to compete against self, each other and in teams.	6,600	Lessons were planned to include a competitive element and an opportunity to compete in teams at the end of a block of lessons. Extra Curricular clubs were linked to competition planning. Children were taught the important aspects of competition linked to Olympic Values. Employ curriculum coach to work alongside staff in Y3/4.	Competition within PE lessons was beginning to develop using key skills taught within a block of lessons. Children were developing an understanding that winning and losing produces different emotions which need to be managed to ensure that opponents are respected.	This work now needs to be embedded as during summer annual events such as sports days and inter school competitions did not take place. These events enable children to experience competition and to transfer skills and leadership learned through weekly PE teaching.

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	To develop a more healthy approach to football. To consider how competition can be developed to embrace Christian Values. To consider how positive role models can influence and change the nature of the game.		Leadership training developed an understanding of how respect and dignity are still important when competing. Referee courses for Y5&6 developed understanding of rules and the importance of respecting the referee.	Football always produces high levels of passion which can lead to arguments and poor behaviour. During autumn and spring the work completed with CN was impacting on the how the game was being played. Children taking part in refereeing were developing an understanding of the importance of respect and fairness. Y5 & 6 were beginning to be football role models and supporting Y3&4.	All this work now needs to be embedded. CN will continue to nurture and train when restrictions for invasion sports can be lifted. Leadership work will continue using other sports.
4. The engagement of <i>all</i> pupils in regular physical activity – kick-starting healthy active lifestyles	To ensure all children are active and are provided with opportunity to develop key skills at their stage of development. To create times for children to practise during breaks and lunch times.	9,100	CN employed to continue to provide lunchtime support working alongside Welfare Team. Worked closely with NG. Delivered clubs am/pm to provide opportunity for all children to attend. Pinpointed specific sills to be developed. Linked team training to competitions, developing skills required for healthy competition to flourish.	All children have continuous opportunities to be active during the school day. Coaching sessions during lunch have structured this time and have provided opportunities for repetition of skills. Through pinpointing specific skills, gaps in physical development have been closed. Small groups have been targeted through clubs which has resulted in children developing skills quicker. Teachers observational assessments demonstrate this.	CN has developed healthy relationships with all children. He knows their ability and can plan sessions which target specific needs. This is successfully enabling skills to be continuously practised. This allocation of money is a success and needs to be continued .
5. Broader experience of a range of sports, skills and activities offered to all pupils.	Year 6 Sports Leaders trained to give wider opportunities for more children to take part in organised sports at lunchtimes. Year 6 children gain PE skills and build leadership skills.		Year 6 pupils trained as Sports Leaders to organise sports activities for Y3/4 at lunchtimes. Also trained House teams to develop termly competitions in which children compete in houses.	Following training in autumn Y6 were delivering clubs to Y3 & 4. The children were responding well and sessions were organised effectively to include groups of 10 children.	Sports leaders are trained each year to deliver coaching sessions for younger children. This needs to continue. CN supports this area through his lunch time and curriculum work.

Academic Year: 2019/2020 Total
 Funding: £17,700

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PE and Sport Premium Key Outcome Indicator	School Focus/ planned Impact <i>on pupils Intent</i>	Funding	Evidence Implementation	Actual Impact (following Review) <i>on pupils</i>	Sustainability/ Next Steps
	Continue to develop adventurous activities to provide opportunities for children to explore new experiences. Develop links with clubs to enable children to follow on with activities and develop their skills further.	2,100	Working with NG Teachers identified class needs and planned adventurous activities both within and outside school grounds. They considered the value of visits. The impact of the activity and how skills and learning were developed.	All classes were identifying key visits/ experiences which were enhancing the curriculum . Local areas were used and visits match funded. Children were experiencing activities which were helping them to develop key skills and take risks. Children’s responses demonstrated that they enjoyed these opportunities.	A whole school map needs to be created to ensure that children are receiving a variety of experiences which include problem-solving, risk taking and team building skills. Sports premium funding is enabling visits to be affordable for all. Not al classes were able to access this due to shortened year.
	Embed use of the newly designed orienteering school course within the curriculum to develop children’s map skills.		Each class to plan a series of lessons which use the school maps. These to be shared with staff and evaluated during the summer term.	Two classes were able to complete this and it helped to enhance work in both Geography and PE.	We now need to develop this across the school and develop further challenge to the course.
6. To provide opportunities for children to develop their swimming competency.	To ensure all children can swim 25m by the end of Year 6 and can complete water survival skills competencies.	2200	All Year 4 children to complete 24 weeks of swimming. Top up sessions to be provided for any children who have not mastered key skills during summer. Families to be worked with to ensure swimming beyond school is supporting children’s progress	The majority of children 28/30 have attained their 25m swimming. Two families have been supported to access swimming lessons. Stroke development has been strong this year and the majority of children successfully completed water survival skills.	Swimming for 24 weeks needs to continue. Sports Premium Funding enables 12 extra weeks to be purchased which helps the development of strokes. Aware swimming not to take place during autumn. Need to timetable for summer.
7. Yoga development with children to impact on well-being.	To provide series of yoga lessons which slowly build key strategies which support well-being. Management of feelings and emotional being.	3000	BW to develop series of lessons which will be delivered on a Wednesday morning. Lessons to be planned carefully around class needs. Weekly review to take place to evaluate impact.	During autumn and spring the impact of these lessons could be felt across school. Children were developing a stillness and the breathing approach taught was being used across other learning and to help resolve stress and conflict.	This needs to continue and become part of school culture - extend access to all classes.