

Our Lady Star of the Sea Catholic Primary School

Sports Premium Funding Impact Report 2020-2021 (**including the impact of COVID Pandemic**) with planned consolidation for 2021/22.

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 2020/21 funding remained at £17,700. In 2021/22 school is to receive £17,948

Principles

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.

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. From 2019 onwards our objective was to sustain our provision and continuously monitor the quality of what we are providing to ensure sustainability. 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.

Impact of COVID

During 2020/21 like the rest of society, schools were hit by the pandemic in March 2020. This led to prolonged periods of time away from school for the majority of children. During this time, when remote teaching was developing to keep children engaged and making progress, physical development presented a real challenge. This area of the curriculum is taught largely through modelling and through participation with others. This practical subject demands that children are presented with models and varied opportunity to practise, receive feedback, consolidate skill levels and improve. At Our Lady's our main objective during time away from school was to deliver a physical education curriculum which would engage children and motivate them to practise key fundamental skills which they could slowly build upon.

Weekly challenges were set and videos were used to model and to enable children to receive feedback. Competition was introduced, encouraging children to compete against themselves, to beat personal targets. Virtual House competitions led by House Captains encouraged children to work as a team and to collectively improve skill levels. Leadership skills were nurtured as children supported and challenged each other albeit virtually. The emphasis during this time was always on practising skills and then to sharing progress with others, taking on board feedback. Children were encouraged to maintain healthy lifestyles through family tasks and challenges.

It was evident on returning to school, to commence face to face learning, that children's physical development and well-being needed to be planned for carefully and the curriculum needed to pinpoint specific areas to ensure that gaps could be closed and confidence could be nurtured. Assessments and baselines identified the areas which would need more development.

Impact of 2020/21 PE and Sports Premium

During 2020/21 the vision was to embed the work completed during 2019/20 with the knowledge that the pandemic had impacted on both physical development and well-being. The tables below outlines plans and impact for 2020/21. It is important to remember that due to the Covid Pandemic plans were not all implemented and consolidation was not completed. During 2021/22 the strategy is to continue to embed these plans using our Sports Premium Funding (£17,948). This will be a working document which will be evaluated and added to on a termly basis.

Academic Year: 2020/2021		Total Funding: £17,700			
A	B	C	D	E	F 2021/22
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
<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>1. Continued development of Fundamental Movement Skills across Foundation stage. Focusing on teacher and TA subject knowledge and understanding.</p>	<p>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.</p>	400	<p>On returning to school in September children across foundation were baselined and assessed to target individuals and whole class skills which needed addressing. It was evident that certain skills had not been developed fully. Teachers shared practice to work alongside each other and to develop understanding.</p>	<p>Teaching and assessments across the key stage in September demonstrated that certain skills were poor and that teaching needed to address this. By the end of July 2021 through changes to curriculum emphasis most children had made progress and most had achieved key milestones. Teachers confidence in making assessments and identifying next steps had improved and working alongside each other staff were ensuring continuity of assessments.</p>	<p>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. Areas which need further development have been identified and these need to be worked on.</p> <p>We need to keep monitoring skill acquisition to enable any areas which are identified to be targeted.</p>
<p>2. Support continued development of Year 1 teacher as she develops her understanding of FMS and how to identify next steps. As the full year had not been taught 2019/20 all this work now needs to be consolidated and children's physical development needs to be assessed .</p>	<p>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.</p> <p>To Sustain skill development.</p>	600	<p>G. Swindlehurst worked alongside Y1 teacher in autumn 2020 and summer 2021 to demonstrate how skills can be identified and developed. He supported evaluation as baseline was completed.</p> <p>Team teaching with LW enabled baselines to be shared and mentoring to take place.</p>	<p>Lesson evaluations and assessments at the end of July 2021 demonstrated that children were making good progress. This also identified skills to be further developed in autumn 2021. Teaching was concentrating on developing key skills and children were growing in confidence. Foundation and KS1 have developed a strong body of understanding and knowledge.</p>	<p>Data from end of year assessments need to be used to inform planning for 2021/22. Next steps need to be planned carefully to meet the needs of the children and to close any gaps.</p> <p>During 2021/22 GS to work alongside new Reception Teacher to complete baselines and to develop understanding of Key Fundamental skills - how to identify and how to develop next steps.</p>

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<p>Key indicator 1: The engagement of <i>all</i> pupils in regular physical activity – kick-starting healthy active lifestyles</p> <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<p>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.</p> <p>Develop staff understanding of games skills working alongside coach to ensure progressive skill development for all children.</p>	12,160	<p>CN employed to continue to provide lunchtime support working alongside Welfare Team and TAS. Worked closely with NG. Pinpointed specific skills to be developed and practised.</p> <p>CN to teach alongside specific teachers during games lessons sharing knowledge and technical expertise.</p>	<p>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 addressed.</p> <p>Skills are taught progressively and pinpointed. Teachers are more confident and are learning technical aspects alongside CN.</p>	<p>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 .</p> <p>Need to consider extending CNs curriculum time so that he can work alongside all teachers as they deliver games lessons.</p>
<p>Key indicator 5: Increased participation in competitive sport</p> <p>1. Develop opportunities for competition within school. During summer 2020 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.</p>	<p>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. Recommence competitive opportunities for children across school and beyond.</p>	600	<p>From September lessons were planned to include a competitive element and an opportunity to compete in teams at the end of a block of lessons. Children were taught the important aspects of competition and considered the importance of code of conduct.</p>	<p>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. In Summer children competed in sports day with another year group.</p>	<p>Competition has remained difficult due to the on-going pandemic. Inter school competition has not taken place. During 2021/22 this needs to be developed further with more opportunities for children to compete across schools.</p>

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Swimming 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.	4000 carried over to 2021/22	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	Due to the pandemic children did not return to swimming in 2020/21 which has meant that the current Year 6 missed their water survival skills. These need to be completed in 2021/22. Our current Year 5 did not go swimming in Year 4 and will also need to complete swimming lessons next year.	Swimming for 24 weeks needs to continue. Sports Premium Funding enables 12 extra weeks to be purchased which helps the development of strokes. This time may need to be increased depending on progress being made and the number of children unable to swim. £4000 of SP funding will be carried over to address this. During 2021/22 swimming will be in place for both Year 4 and 5. Year 6 will complete their water survival skills.

<u>Meeting national curriculum requirements for swimming and water safety.</u>	
Due to exceptional circumstances children missed swimming during 2020/21. This data is based on current information and reflects Year 6 2019/20 and Year 6 2020/21	
What percentage of your Year 6 2019/20 cohort could swim competently, confidently and proficiently over a distance of at least 25 metres? What percentage of your Year 6 2020/21 cohort could swim competently, confidently and proficiently over a distance of at least 25 metres?	93% - 28 out of 30 children 87% - 26 out of 30 children
What percentage of your current Year 6 cohort (2021/22) use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	97% - 28 out of 29 children
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	97% - 28 out of 29 children
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?	Yes and we anticipating using a further £4000 in 2021/22