

WOODHALL SCHOOL: PRIMARY PE AND SPORT PREMIUM 2020-2021

<p>Academic Year: 2020/21</p>	<p>Total fund allocated: £17 636 £2000 (11%) – key indicator 1 £500 (3%) – key indicator 2 £500 (3%) – key indicator 2 £3000 (17%) – key indicator 4 £500 (3%) – key indicator 4 Remaining funding (62%) has been used for Sports’ Apprentice (level 3 – via Sporting Futures) Apprentice can drive improvement across all key indicators. SEMH basis - We know that our children need to build a trusted relationship with a consistent adult. Financially, we are taking a strategic overview. Sports’ Apprentice will be qualified to take whole class PE next academic year (level 4) – potential to replace Game On coaching company. Apprentice can offer free extra-curricular clubs – crucial if we want increased engagement. Apprentice has good overview of child (in curricular time, lunchtime etc) and will therefore develop more bespoke provision e.g. increasing fitness, improving nutrition. A smaller % of funding will go towards wider provision e.g. subsidizing clubs provided by external companies, subsidizing transport.</p>
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Key indicator 1: The engagement of all pupils in regular physical activity

<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>Alongside PE lead SW, Sports’ Apprentice assess current provision, clubs attended in/out of school, views of pupils/parents – use this as basis for forward planning. Specific focus on least engaged groups.</p> <p>Re-launch the ‘daily mile’.</p> <p>Sports’ Apprentice (under supervision</p>	<p>Produce action plan. Liaise with CTs. Use assembly to explain what we’re doing, why etc. Gather results of surveys and use information to form further actions. Book any external workshops as appropriate to response (£2000/11% allocated)</p> <p>Plan launch assembly, communicate with parents/carers and invite them in to join, purchase new stopwatches, and create display.</p> <p>Produce timetable. Planning of sessions. Feed into</p>	<p>Action plan. Survey evidence.</p> <p>Monitor usage during play/lunchtime through sign-in sheet/timing posters. Pupil voice.</p>	

of SENCo/PE lead) to implement advice from OT with named pupils.	IEP reviews.	IEP reviews.	
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Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement

School focus with clarity on intended impact on pupils:	Actions to achieve:	Evidence and impact:	Sustainability and suggested next steps:
<p>Sports' apprentice to support sustained development of physical activity in school.</p> <p>Form a Sports' Council (pupils) and fund training/resources (including posters etc for board)</p> <p>Sports' Council to undertake more sustained piece of work linked to SDP</p>	<p>Apprentice timetable to maximize opportunities to engage children in activity at play/lunchtimes and offer a variety of extra-curricular clubs.</p> <p>Where possible, extra-curricular clubs to perform in assembly (eg gymnastics)</p> <p>Encourage pupils to being in trophies etc won outside school.</p>	<p>Timetable to evidence all PE key indicators. Greater uptake of extra-curricular clubs/lunchtime activities. Impact on physical health measured via daily mile. Upskilling of staff. Pupil voice indicates rise in self-confidence and self-esteem linked to increase in physical activity.</p>	

<p>objective. Resourcing £500/3%)</p> <p>January 2021 – HT will attend launch of Herts Well-Being Award in order for school to apply – sports’ council actions to feed into this. (total for mark = £900; £500 from Sports Premium/3%)</p> <p>Weekly celebration assembly to include children’s PE/sport-related achievements both in and out of school.</p> <p>Ensure that all children are able to swim 25m by the time they leave Woodhall.</p> <p>Investigate possibility of letting school to sports groups.</p> <p>Increase links with local clubs etc - arrange for speakers to come in where possible.</p>	<p>Form a well-being working party (staff/governor/parents/pupils) to carry out objectives.</p> <p>Sports’ Apprentice to co-ordinate.</p> <p>Weekly sessions for Year 3 at James Altham Pool</p> <p>Office staff to liaise with County and other schools re: letting agreements/insurance.</p> <p>Establish contacts with local clubs. Sports’ Council to invite external speakers into school.</p>	<p>Vulnerable groups - increased engagement. Less behaviour-related incidents during play/lunchtime as a result of greater understanding of rules e.g. football.</p> <p>Celebration of a variety of achievements both in and out of school is evident. Pupils proud to share their achievements.</p> <p>95% Y6 pupils can swim 25m by end of summer term. 60% can swim over 50m. 95% can perform safe self rescue.</p> <p>Profile of PE and sport is visually raised throughout school. Regular meetings focus on motivating/engaging pupils resulting in increased participation. Area on website.</p> <p>Photographic evidence. Pupils enthused to take part in clubs/activities. Pupil voice.</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

School focus with clarity on intended impact on pupils:	Actions to achieve:	Evidence and impact:	Sustainability and suggested next steps:
<p>Upskilling staff through CPD: PE SL/Sports' Apprentice to plan staff CPD.</p> <p>Sports' apprentice to uplevel teaching staff skills through team-teaching, modelling skills and activities in lesson time. Support MSAs CPD through organizing games and activities during lunchtimes.</p> <p>PE lead (SW) to carry out monitoring & evaluation of PE as specified in SDP/monitoring & evaluation schedule.</p>	<p>Establish dates for CPD and appoint cover staff as appropriate.</p> <p>Apprentice timetable to include consistent support during PE lessons.</p> <p>Possible purchase of identified SEN PE equipment.</p> <p>Complete half-termly subject monitoring and feedback to SLT/teachers.</p>	<p>Better subject knowledge for those taking part. Increased confidence in delivering PE curriculum.</p> <p>Skills/knowledge cascaded to other staff through staff meeting/INSET.</p>	<p>Member of staff identified for next academic year to take forward role of PLT within SSP (if bought into)</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

School focus with clarity on intended impact on pupils:	Actions to achieve:	Evidence and impact:	Sustainability and suggested next steps:
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<p>Continue to offer a wider range of activities both within and outside the curriculum. Focus on identified groups e.g. girls</p> <p>Ensure that extra-curricular activity is monitored effectively so that support can be provided for the least-engaged children.</p> <p>Raise profile of link between exercise and healthy-lifestyles.</p>	<p>Investigate possibilities of extra-curricular clubs/taster sessions offering activities outside those covered through PE curriculum.</p> <p>Monitor pupil participation in clubs. Conduct pupil voice survey to ascertain what pupils would like.</p> <p>Hold healthy lifestyles workshop for each class. Invite parents in where possible (£500/3% allocated)</p>	<p>School calendar of sports events/activities/clubs/workshops etc.</p> <p>Monitoring of attendance at clubs - are they reaching the most vulnerable? Pupil voice.</p> <p>Consider feedback from pupil voice. Investigate possibilities and implement ideas where appropriate.</p> <p>Photos. Parent/pupil voice evidence.</p>	
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Key indicator 5: Increased participation in competitive sport

School focus with clarity on intended impact on pupils:	Actions to achieve:	Evidence and impact:	Sustainability and suggested next steps:
<p>Engage pupils in both inter- and intra-school competition in a variety of sports/activities (£3000/17% allocated)</p>	<p>Work with local cluster of schools to ensure that all children have the opportunity to participate in inter-school PE festivals/competitions.</p>	<p>Monitor numbers of pupils involved in competitive sport.</p>	<p>Membership of SSP for following year.</p>