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| **Academic Year:** 2019/20 | **Total fund allocated:** £19,600 | **Date Updated: July 2020** | |  |
| **Key indicator 1:** The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school | | | | Percentage of total allocation: |
| % |
| School focus with clarity on intended **impact on pupils**: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| * Provide more varied opportunities during the school day for pupils to be active. * Children engage in physical activity at break and lunchtimes * Increased provision of sporting activities. * Make classrooms more active * Reinvigorate the pupils to take part in the Active Mile and provide children with knowledge and skills for running. For pupils to see and understand the benefits of the Daily Mile. | Subscription to two online resources that provide activities that can be classroom based and curriculum linked. (Jump Start Jonny and Maths of the Day)  Purchase of further PE equipment for use at lunchtimes.  Purchase of 2 further table tennis tables to be used at break and lunchtimes.  Running workshops with Chelmer Roadrunners with an identified year group. | £800  £500  £1328  £270 | Lessons can be seen to be more active. Pupils spend less time in their seats.  Playtimes and lunchtimes are more active. More equipment is in use.  Daily Mile track is used throughout the school day by each class and during break/lunchtimes and by pupils attending breakfast/afterschool provision. Pupils have tracked progress. The track continued to be used by key worker bubbles and year 6 on their return to school in June. Chelmer Roadrunners presented trophies and medals for effort to pupils taking part in workshops. The pupils worked hard to achieve their goals.  Table tennis has become hugely popular. Children set up their own league. Sports leaders organised a rota. Barnes Farm won a level two competition and attended level 3 county final. They achieved a Bronze medal. 4 of the pupils joined a table tennis club out of school. | Following Covid-19 closure and the increasing importance of physical health and its positive impact on mental health, the PLT will create a list of suggested daily activities to support staff in finding further opportunities for pupils to be active.  With the absence of school clubs, survey pupils early in September to identify least active.  Use Sports Ambassadors and leaders to work with these pupils during break and lunchtime.  Sports Ambassadors to organise a league for younger pupils.  Encourage pupils to bring their own bats.  Circulate table tennis drills and rules for pupils to access.  Promote local table tennis clubs. |
| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| % |
| School focus with clarity on intended **impact on pupils**: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| * Progression can be seen in PE lessons. Teachers feel confident delivering sports lessons and are able to deliver a curriculum where previous skills are developed. * Promote PE and sport/healthy lifestyles and encourage pupils to be active. They are knowledgeable about the benefits and confident to share. * More children to have opportunities to develop as sports leaders. * The school community has knowledge of opportunities and developments in PE and sport. Pupils feel well informed. | Purchase of new PE scheme and PLT to deliver training  PLT to provide support and staff meeting on how to use and deliver the scheme.  2 x days training for year 5 pupils as part of The Children’s Health Project  Joint program undertaken with Barnes Farm Infants School. Year 4 sports leaders to be to be elected and trained to support younger pupils in the school  Celebrate sporting achievements on PE notice board/newsletter and Twitter  Invite guest speakers assemblies to inspire pupils.  Organise past pupil Sam Cook – Essex Cricketer to visit. | £400  £1200  £400  £0 | The scheme has not been fully embedded, so impact upon pupils learning is difficult to measure. Feedback from staff has been positive and year 6 pupils used a tennis unit on their return to school (June to July)  Due to Covid-19 Closure, these pupils have not yet started in their roles. Increased confidence was shown by some of the year 5s that attended. Pupils were chosen that needed a boost to self-esteem.  PLT provides a report to the governors.  Weekly school games updates in Newsletter. Sporting achievements celebrated n assembly. Pupils/parents/governors and staff are aware of achievements.  School assembly and Q&A given by Susan Ronaldson who took part in a world rowing challenge and spent two months at sea.  Sam Cook visited the school and gave an assembly/Q&A plus workshop . The school forged good links with ECC for the new academic year. | Evaluate the effectiveness of the scheme. Create and share the progression ladder. Implement the new units for social distance PE.  Identify further areas for CPD for teachers and equipment requirements.  PSHE Lead to follow up training and organise rota/roles for these pupils who will be year 6 in September.  Deploy the trained pupils (who will be year 5 in September to work alongside the children in Lower Key Stage 2. Continue the programme with a new set of year 4 pupils.  Include reports from pupils in the newsletter.  Encourage pupils to share their out of school successes in assembly and newsletters. |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| % |
| School focus with clarity on intended  **impact on pupils**: | Actions to achieve: | Funding  allocated: | Evidence and impact: | Sustainability and suggested  next steps: |
| Teachers feel confident delivering sports lessons and are able to deliver a curriculum where pervious skills are developed.   * Pupils benefit from new local and nationwide initiatives for PE and sport and are exposed to maximum opportunities provided by the CSSP. PLT is well informed and information is shared in the wider school community. * The school maintains its commitment to PE and sport. | Team teaching with gymnastics coach for teachers who are less confident to include apparatus in their lessons  3 x days supply cost for PLT | £500  (£225 invoiced due to Covid-19 closure – the block was not completed)  £507 | The teacher that worked alongside the coach gave positive feedback. Confidence had grown in use of apparatus and teaching of some of the key skills. Due to the course not being completed due to closure, full impact cannot yet be measured.  Teachers are kept informed about developments in PE and sport. The school has been recognised for its participation so far in School Games this year, despite the award being halted due to Covid-19.  The school continues to be represented at competitions organised by the partnership and club links are formed.  Many teachers continue to run after school sports clubs successfully to full capacity and waiting lists.  Club provision remains a strength of the school. | As soon as is possible – restart the course and complete the team teaching. Evaluate the impact with feedback form the teacher and follow up with a lesson observation.  Ensure that when the club provision can continue – it is wide and varied, that it is able to accommodate as many pupil places as possible.  In addition - further opportunities for staff training in their chosen sport as well as ensuring each club is sufficiently resourced with ideas and equipment.  PLT to continue to cascade initiatives and support teachers to implement in lessons and the classroom. |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| % |
| School focus with clarity on intended  **impact on pupils:** | Actions to achieve: | Funding  allocated: | Evidence and impact: | Sustainability and suggested  next steps: |
| * To increase pupil participation in a range of inclusive activities. * To provide a link to a local sports club and to sign post children to join community clubs to take part in sport outside of the school environment beyond the school day. * Links to community clubs provide opportunities for children to continue to participate in sport and lead healthy active lifestyles * Children have access to appropriate equipment for a range of activities and school clubs. Enable equal access for all pupils. | Membership to Chelmsford School Sports Partnership (CSSP)  Yoga/mindfulness/happy playtime sessions with Best4Kids. Continuation of the program for year 3 on entry to the school.  Intervention for pupils in year 5/6 to support productive playtimes and healthy lifestyle.  Purchase of wooden hockey sticks for new hockey club started by a new member od staff. | £1200  £1800  £105 | An increased number of pupils have had increased access to a full range of level 2 competitions.  Parents gave great feedback about the sessions and a parents’ workshop took place as a result. Pupils say that they use the calming strategies and yoga moves at home.  Links made with Essex Cricket Club and plans were in place for the Spring term for a focus on girls’ cricket. Pupils invited to watch a 20/20 Match.  The new hockey sticks vastly improved the provision of the hockey club. The numbers of attendees rapidly increased from the beginning of the year. The profile of the club was raised with the new equipment and pupils without their own sticks were able to take part and feel included. | Revisit the yoga in class activities provide by Best4Kids and use as part of our recovery curriculum in September 2020.  Explore further interventions with yoga and staff training for basic yoga.  Pursue the links made and rearrange plans for the coming year.  Make hickey a priority in next year’s development plan and aim to increase the number of teams.  Provide further CPD for Kwick sticks. |
| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation: |
| % |
| School focus with clarity on intended  **impact on pupils**: | Actions to achieve: | Funding  allocated: | Evidence and impact: | Sustainability and suggested  next steps: |
| * Increased participation in level 2 and 3 competitions. * Pupils can attend competitions at level 2 and 3 with transport provided. Pupils gain the experience of travelling together as a team. They don’t miss out because parents are unable to transport. | LSAs identified to accompany when there are small groups of pupils to level 2 and 3 competitions. Enter A,B and C teams.  Attend district sports, Bronze Ambassador, Level 1, 2 and 3 competitions.  School’s Gotta Dance show.  Reputable coach/taxi companies will be used to provide reliable transport to and from competitions during curriculum time. | £1800 (includes entry to Schools Gotta Dance)  £3000 (coach and taxi)  (£1340 cancelled due to Covid-19) | We increased our number of B teams in sports such as bowling and hockey. Small groups of pupils were able to attend table tennis and boccia level 3, with an LSA.  One LSA accompanied teachers to coach at two level 3 football competitions.  We have participated in an increased number of Level 2 competitions and have represented Chelmsford at three Level 3 competitions: - Table Tennis, football and Boccia.  An increased number of pupils are attending school clubs and taking opportunities to be part of the school teams.  Pupils attending fixtures and competitions always have a positive experience.  Data sent to CSSP at the end of Autumn and Spring term show increase from previous year. | Continue with the current set up. Explore further coaching qualifications for LSAs involved in supporting PE and sport.  Enter two dance teams to make up for the children that missed out this year.  Continue with current set up but investigate small voluntary contributions from parents via parent pay to supplement sports funding. |

**SWIMMING DATA**

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| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below: |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?  **N.B.** Even though your children may swim in another year please report on their attainment on leaving  primary school. | Due to Covid-19 – we are unable to provide data for swimming requirements. |