



Evidencing the Impact of the Primary PE and Sport Premium

Crestwood Park Primary School

**PE and Sport Premium
Strategy for 2020-2021**

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Planning and Leading Cluster events as a way to encourage children who are reluctant to engage in sports or competitions. • Martial arts workshops within the school day for invited children who have been identified or needing support with elements self-efficacy. • Making effective use of local sports facilities e.g. football matches at a local stadium instead if in the school field. • Increasing range of after school clubs and increasing uptake including specific clubs inviting parental involvement e.g. family rounders • Fitness Fridays for parents to encourage a family approach to sport and fitness. • Installation of the Mile Track. • Increasing success of the Running Club with Local Community Clubs links now established (Yellow Army). • Effective targeting of groups of children who have previously been identified as reluctant to join sports clubs. • Liaison with secondary schools to further improve our Upper Key Stage Two curriculum, bringing sport units in line with KS3 and therefore improving transition and the chances of CPPS children doing better as they move into Year 7. • Black Country Award- Excellent standard (19-20) • Increasing success with School Games awards –Bronze (17-18) Silver (18-19), on track for Gold (19-20). 	<p><u>Increase the number of KS1 children taking part in after school clubs to encourage and support life-long habit of daily physical activity.</u> Why? This is low compared to KS2 (19-20 = 52%) Specifically increase boys’ participation in KS1 (19-20 = 32%).</p> <p><u>Improve sports/ active facilities outside to support active play during breaktimes and lunchtimes.</u> Why? We need to respond to pupil voice and increasing the amount of time children are physically active during one day.</p> <p><u>Improve the quality and range of gymnastics equipment within the hall to build capacity within the school to ensure that improvements made now benefit pupils joining the school in future years.</u> Why? The wall bars in the hall have limited benefits and children need to be able to demonstrate a greater range of movements and skills in order to be more successful within the gymnastics curriculum.</p> <p><u>Make full use of the Mile Track with daily ‘Blast on the Track’ sessions for every class to embed physical activity into the school day.</u> Why? Physical activity is proven to support well-being and good mental health as well as boosting levels of concentration during lessons. As part of our school ethos and in particular in responses to school closures, we need to provide range of activities to support children’s social and emotional development.</p> <p><u>Further broaden the sports and physical activities as part of our ‘after-school club’ offer to encourage more pupils to take up sport and physical activities.</u> Why? We need to respond to parent and pupil voice and also make further links to sports clubs and organisations within the local community.</p> <p><u>Organise, coordinate and enter more sports competitions to increase pupil participation in School Games and achieve the Gold Award.</u> Why? Representing our school in individual and team sports supports children’s sense of belonging and community. Working collectively across the school to achieve an award supports our ‘Connect’ Way to Wellbeing.</p> <p><u>Develop teachers and teaching assistants to further improve their confidence and ability in PE delivery to build capability within the school to ensure that improvements made now will benefit pupils now and those joining in future years.</u> Why? Following a series of staff surveys, PE has been identified as an area of our curriculum that some staff lack confidence in.</p>

Meeting national curriculum requirements for swimming and water safety 2019-2020	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	65%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	65%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	35%
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 (until enforced school closures prevented this from continuing).

Academic Year: 2020-21	Total fund allocated: £17,700	Date Updated: 21 st September 2020		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: %
Intent	Implementation	Impact	45.1	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<u>Increase the number of KS1 children taking part in after school clubs to encourage and support life-long habit of daily physical activity.</u> Why? This is low compared to KS2 (19-20 = 52%) Specifically increase boys' participation in KS1 (19-20 = 32%).	Identify children (in Year 2 initially) that did not partake in after-school clubs during 19-20. Use parent surveys and pupil voice to identify possible sports and clubs that would attract more children. Where possible, introduce parent and pupil clubs, to encourage participation especially for boys.	£1500		
<u>Improve sports/ active facilities outside to support active play during breaktimes and lunchtimes.</u> Why? We need to respond to pupil voice and increasing the amount of time children are physically active during one day.	Relocate the 'Quiet Area' and redesign the space to accommodate 'Table Tennis' tables. Audit the equipment available to children during breaktimes and ensure resources match pupil age/ level of development and capture interest.	£3,500		
<u>Make full use of the Mile Track with daily 'Blast on the Track' sessions for every class to embed physical activity into the school day.</u> Why? Physical activity is proven to support well-being and good mental health as well as boosting levels of concentration during lessons. As part of our school ethos and in particular in responses to school closures, we need to provide range of activities to support children's social and emotional development.	Timetable all groups to have time on the Mile Track each day (in addition to time within PE lessons).	£3,000		

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
Intent	Implementation		Impact	28.2
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p><u>Improve the quality and range of gymnastics equipment within the hall</u></p> <p>to build capacity within the school to ensure that improvements made now benefit pupils joining the school in future years.</p> <p>Why? The wall bars in the hall have limited benefits and children need to be able to demonstrate a greater range of movements and skills in order to be more successful within the gymnastics curriculum.</p>	<p>Replace the wall-mounted bars in the hall with wall-mounted gymnastic equipment that provides improved opportunities for a greater range of movements and demonstration of skills that form the gymnastics curriculum in KS1 (developing balance, agility and co-ordination) and KS2 (flexibility, strength, technique, control and balance). In addition, replacement wall bars will further support Early Learning Goal 4- Moving and Handling for our youngest learners.</p>	£5,000		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	6.7
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<u>Develop teachers and teaching assistants to further improve their confidence and ability in PE delivery to build capability within the school to ensure that improvements made now will benefit pupils now and those joining in future years.</u> Why? Following a series of staff surveys, PE has been identified as an area of our curriculum that some staff lack confidence in.	As part of the programme of staff meetings and INSET opportunities, the Sports Coordinator will deliver CPD opportunities to develop staff confidence, knowledge and understanding.	Training costs £1200		
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	14.1
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<u>Further broaden the sports and physical activities as part of our 'after-school club' offer to encourage more pupils to take up sport and physical activities.</u> Why? We need to respond to parent and pupil voice and also make further links to sports clubs and organisations within the local community.	Carry out Parent and Pupil Surveys to identify clubs that pupils are interested in and that parents will support. Use additional surveys in school to find out the interests of our more reluctant pupils.	£2,500		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation	Impact	5.6	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<u>Organise, coordinate and enter more sports competitions to increase pupil participation in School Games and achieve the Gold Award.</u> Why? Representing our school in individual and team sports supports children's sense of belonging and community. Working collectively across the school to achieve an award supports our 'Connect' Way to Wellbeing.	Participate fully in the programme of events published by the School Games Organiser (SGO) and in light of restrictions due to COVID find alternative ways of competing alongside children in other settings. Where possible, continue to organise Cluster events with local primary and secondary schools.	Possible transport costs £1000		

Signed off by	
Head Teacher:	Mrs Amy Cooper
Date:	21.9.2020
Subject Leader:	Mr Adam Barnett
Date:	21.9.2020
Governor:	Mrs Helen Pinches
Date:	21.9.2020