

PE and sport premium spending 2019-2020

Academic Year: 2019/2020	Total fund allocated: £18,370	Date Updated:
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<p>Key indicator 1: The engagement of <u>all</u> 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</p>				Percentage of total allocation:
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School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Implementation and resourcing of active lunchtime activities lead by Young sports leaders and lunchtime staff. Promotion of skipping during lunchtime playtime. Sensory circuits to develop gross motor skills for identified pupils. Fiddly fingers in EYFS to develop fine motor skills. 	<ul style="list-style-type: none"> Young leaders training and meetings. Lunchtime supervisors meetings Regular monitoring and restocking of lunchtime equipment. Skipping workshop. Purchasing of a school set of skipping ropes for use during play times. Purchasing of equipment to facilitate sensory circuits initiative for identified pupils. 	<p>£500 lunchtimes equipment</p> <p>£200 skipping ropes</p> <p>£350 skipping workshop.</p> <p>£300 Sensory circuits</p>	<ul style="list-style-type: none"> Participation of children in lunchtime activities. Improved gross motor skills of children attending sensory circuits. Improved fine motor skills of children in EYFS. Ready availability of equipment in PE lessons. 	<ul style="list-style-type: none"> 2 year rolling program for skipping workshop. Yearly training of Young sports leaders. Continuation of sensory circuits throughout the year. Continuation of fiddly fingers throughout the year.

<ul style="list-style-type: none"> Provision of high quality PE equipment for PE curriculum lessons. 	<ul style="list-style-type: none"> Fiddly fingers timetabled and resourced in Reception and Nursery. Purchasing and maintaining of good quality PE resources 	£250 Fiddly fingers £1000		<ul style="list-style-type: none"> Yearly replenishing of resources.
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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:
<ul style="list-style-type: none"> Sensory circuits to develop gross motor skills for identified pupils. Fiddly fingers in EYFS to develop fine motor skills. Multi cultural awareness. 	<ul style="list-style-type: none"> Purchasing of equipment to facilitate sensory circuits initiative for identified pupils. Fiddly fingers timetabled and resourced in Reception and Nursery. Cross curricular dance- A rolling program of Chinese 	As above As above £450	<ul style="list-style-type: none"> Improved gross motor skills of children attending sensory circuits. Increased confidence to approach new events in school life. A willingness to attempt new learning across the curriculum. 	<ul style="list-style-type: none"> Continuation of sensory circuits throughout the year. Variation of resources purchased. Continuation of fiddly fingers throughout the year. Progressing to wonderful writers planning

	<p>new year and Diwali dancing. PE dance specialist comes into school to facilitate dance days.</p> <ul style="list-style-type: none"> • • 		<ul style="list-style-type: none"> • Improved fine motor skills of children in EYFS. Improved pencil control reflected in improved writing. Improved manual dexterity with cutting and dressing. • Increased multi-cultural awareness. 	<ul style="list-style-type: none"> • Rolling program of multi- cultural dance provision..
	<ul style="list-style-type: none"> • 			

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:
<ul style="list-style-type: none"> • Teacher release time to allow staff to attend CPD. 	<ul style="list-style-type: none"> • CPD events run by School Sport Partnership 	£1000 (Also Redbourne buy back)	Increased confidence of staff to teach high quality PE lessons.	Rolling program every 2 years to facilitate continuation of skills development.

<ul style="list-style-type: none"> Specialist coaches offer CPD demonstration lessons for staff. 	<ul style="list-style-type: none"> Gymnastics, tennis, skipping, dance, cricket coaches offer demonstration sessions for teachers and children to attend. 	£1000		
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
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School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Multi cultural awareness.</p> <p>Tennis/gymnastics/street dance/cricket/football coaching days .</p> <p>Specialists coaches teach 6 weeks of cricket/football/tennis.</p>	<ul style="list-style-type: none"> Cross curricular dance- A rolling program of Chinese new year and Diwali dancing. PE dance specialist comes into school to facilitate dance days. Booking of specialist coaches. 	<p>As above</p> <ul style="list-style-type: none"> Part of Redbourne 	<ul style="list-style-type: none"> Increased multi-cultural awareness. Increased confidence and 	<ul style="list-style-type: none"> Rolling program every 2 years to facilitate continuation of skills development. Rolling annual program.

Specialists teach gymnastics / basketball clubs. Staff provide extra curricular clubs for dance/ maypole/ tag rugby/ football/ netball/ cheerleading/ cricket.	<ul style="list-style-type: none"> • Timetabling of clubs. 	buy back. • Time	skills level of children within the respective sports. • Enjoyment and skills within clubs.	<ul style="list-style-type: none"> • Maintained annual provision.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> • Provision of intra school competition. • Provision of inter school competitions at local and regional level. 	<ul style="list-style-type: none"> • All inclusive sports day for key stages 1 and 2. • All inclusive sports day for Reception and Nursery. • Redbourne Schools Sports Partnership organise competitions in the following – netball, football, cricket, athletics, swimming, tennis, 	<p>£100 for restocking equipment</p> <p>£2900 for Redbourne SSP</p>	<ul style="list-style-type: none"> • Photos and newsletter • Photos, newsletters, pupil feedback. 	<ul style="list-style-type: none"> • Annual events. • Annual buy back. • Annual participation in cheerleading and basketball competitions for the last 6 years.

	<p>table tennis, multi skills, quad kids, transition.</p> <ul style="list-style-type: none">• Other clubs provide regional competitions in basketball and cheerleading.			
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