



Heygarth Primary School's Primary PE and Sport Premium



Academic Year: 2019/20	Total fund allocated: £20,035	Date Updated: July 2020		
<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>				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To have 100% of year groups (Y1-Y6) take part in at least two Heygarth intra competitions over the year.</p> <p>To increase the number of competitions that children take part in.</p>	<p>Subject leader to communicate details of termly intra competitions to all staff.</p> <p>Continue links with Edsential and local schools to offer a wider range of competitions.</p> <p>Provide opportunities for children to take part in a range of Edsential competitions over the year.</p> <p>Pupil voice and questionnaire.</p> <p>To implement inter competitions against local Primary Schools</p>	<p>Included in cost of Edsential Service.</p>	<p>Did not take place due to Covid-19 as virtual competitions were organised for Summer 1 and Summer 2 terms. We were hoping to continue with our South Wirral High School competitions from last year, but had no communication or responses from them throughout Autumn term!</p> <p>Children did take part in Youth Sport Trust's 'Sport at Home' and Heygarth's 'Sports Day Week' virtual competitions, both in school and at home during Summer 2.</p> <p>Scores/results given to PE leader and certificates handed out in class bubbles.</p> <p>Achievements/winners displayed on Twitter.</p>	<p>Virtual competitions continue to be a part of school provision in future years.</p> <p>Continue to ensure all staff know dates and deadlines for inter-school competitions so 100% of children take part in at least 2 level 1 competitions during 2020-21 academic year.</p>

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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:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Personal Best Programme to be attended by 100% of children identified (Edsential)</p> <p>Pupils to demonstrate improved self-confidence, resilience and attitudes towards being active.</p>	<p>Edsential staff, focusing on targeted children to improve physical fitness, confidence, resilience and self-esteem.</p>	<p>£840</p>	<p>Did not take place due to Covid-19</p>	<p>To take place during Summer 2, 2021</p>
<p><u>PlayMaker Award - Sport Ambassadors</u></p> <p>PlayMaker Award Training and resources to develop communication, determination, responsibility and self-esteem as well increasing physical activities on the playground at lunch times.</p> <p>Subject leader and identified staff to support and monitor impact.</p>	<p>To have a timetable so all children trained, have responsibility and opportunity to use skills taught.</p> <p>To lead more structured activities for KS1 children.</p> <p>To have more confidence when leading.</p>	<p>£575</p>	<p>Y6's were on a daily rota to make sure it wasn't always the same children and they had an opportunity to plan and organize their activities in advanced, using the packs/resources provided. Lunchtimes were more active and a range of activities/games were available. There was increased enjoyment in structured games, especially for younger children, who were more engaged.</p> <p>Pupil voice of play leaders</p>	<p>To identify current Year 5 children who could undertake this training next year and deliver physical activities on the playground.</p> <p>Identified member of staff to take part in training and support Play Leaders in their role.</p>
<p><u>MADFitness FAN Days</u></p> <p>To promote and raise the profile of being physically active and maintaining a healthy balanced diet.</p>	<p>Fitness awareness day each term to for all children, staff and parents.</p>	<p>£1,140</p>	<p>Children demonstrate a greater motivation for being active. They can discuss the importance of being active and how it affects their body. Some older children can discuss the impact of nutrition on their health and the important relationship between activity and healthy eating.</p>	<p>FAN Days to continue in 2020-21 with more targeted themes linked to pupil learning in PE and other subjects.</p> <p>Possible themes include sleep, using food as fuel, food activity and mental wellbeing.</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:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Improvements in the quality of national curriculum P.E. teaching. Pupils more engaged and motivated to take part in P.E, which increases attainment.</p> <p>The aim is for all staff to feel confident to deliver curriculum PE in a range of areas.</p> <p>All observations of staff teaching continues to meet the needs of the children by July 2020.</p> <p>Support pupils to develop independent learning, creative thinking, improve their resilience and create more opportunities for regular physical activity with the school day.</p> <p>Make sure pupil attainment and steps progress in all year groups is greater than 80% and the school average is greater than 85%.</p> <p>Subject leader and relevant staff continues to develop knowledge and understanding of the role and uses this to increase and improve the provision of P.E. and sport across the school</p>	<p>Staff receive quality CPD from Matt Reid from Edsential, TVA Dance Company, Bebington Gymnastics Club and Full of Beans.</p> <p>To monitor standards of teaching and learning across the school after CPD.</p> <p>Observations of staff and outside agencies teaching P.E.</p> <p>Staff to receive CPD on using the outdoors to enrich and develop other areas of the curriculum.</p> <p>Pupil voice and questionnaire about enjoyment and teaching of PE.</p> <p>Support and partnership with Edsential to develop subject leadership.</p>	<p>£1,900 – TVA Dance £1,300 – Beb Gym £715 – Full of Beans £3,000 – (Edsential)</p> <p>£4,200 – Outdoor Curriculum Enrichment</p> <p>£600</p>	<p>Improvements in the standards of teaching and pupil attainment. At the end of Spring 2 (before lockdown) this was:</p> <p>88.9% ARE in Y1 100% ARE in Y2 84.4% ARE in Y3 98.3% ARE in Y4 80.4% ARE in Y5 90.1% ARE in Y6</p> <p>Subject Leader more able to provide a range of opportunities for ALL pupils. A greater understanding of the PE and Sport Premium enables the funding to be targeted and used effectively.</p> <p>Observations of staff teaching PE did not take place due to Covid-19</p> <p>Observations of external agencies did not take place due to Covid-19</p> <p>Feedback from staff throughout the year has been very positive. Speaking to children, they enjoy these lessons and feel more confident taking part.</p> <p>Full of Beans took over from Bebington Gymnastics Club due to personal circumstances.</p>	<p>Class teachers and HLTAs to continue delivering in areas they have received support in from specialist teachers/coaches from Edsential, TVA Dance Company and Full of Beans.</p> <p>Subject Leader to continue working alongside Carl Sutton (Edsential) to enhance their own and other staffs knowledge and understanding.</p> <p>Subject leader and other staff to continue to attend courses and training.</p> <p>Observations to be arranged for the next academic year to observe school staff and external agencies.</p>

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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:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>All clubs to be operating at 70% capacity or better. Disadvantaged children to be given the opportunity to attend first.</p> <p>Increase opportunities for targeted groups (Pupil Premium, FSM and SEN children) to attend after school activities. 25% of the places available are offered to these children first free of charge.</p> <p>Opportunities for pupils to engage in new activities. At least 20% of the whole school to have attended at least one after school club.</p>	<p>Enhance extra-curricular clubs/provision.</p> <p>P.E. Subject Leader to monitor quality of provision offered by all outside providers and to monitor children attending.</p> <p>Letters to promote clubs.</p> <p>Pupil voice and questionnaire of pupils to find out what they thought about extra-curricular activities they took part in.</p> <p>To target all year groups with a free after school club so all children have the opportunity to attend.</p> <p>Offer more clubs that are free and offer to targeted groups first.</p>	<p>£1,650</p>	<p>Y3/4 Dodge Ball club took place throughout Autumn 1. 19/20 places were filled = 95%. 2 PP/FSM children, 4 SEN children and 2 BAME children were allocated places first.</p> <p>KS1 Karate club took place throughout Autumn 2. 26 places were filled = over 100% as we were only to have 20! 2 PP/FSM children were allocated places first.</p> <p>Y4-6 Matball club took place throughout Spring 1. 5 places were filled = 25%. 1 SEN child was allocated places first.</p> <p>Spring 2, Summer 1 and Summer 2 after school clubs did not take place due to Covid-19.</p>	<p>School to use raised profile to maintain extra-curricular participation.</p> <p>Target year groups who have shown a willingness to attend after school clubs previously and focus on clubs that have been the most popular.</p> <p>Promote new after school clubs – assemblies, twitter, letters and school website.</p> <p>To use Edsential P.E. Passport to quickly identify trends and gaps in provision and provide statistics and evidence.</p>
<p><u>Family Cooking</u></p> <p>To promote family engagement, teach basic cooking and hygiene skills, support healthy eating, increase confidence in cooking and encourage working together.</p>		<p>£800</p>	<p>Did not take place due to Covid-19</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:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To develop self-esteem and confidence, eagerness to take part again and the positive feelings associated with competing and representing the school.</p> <p>To increase the number of competitions that children take part in.</p> <p>To enhance participation to allow all pupils (irrespective of experience, size or ability) to take part.</p>	<p>Continue links with Edsential and local schools to offer a wider range of competitions.</p> <p>Subject leader to communicate details of competitions to all staff.</p> <p>Provide opportunities for children to take part in a range of Edsential competitions over the year.</p> <p>Pupil voice and questionnaire.</p> <p>Hosting of Edsential inter-school competitions. To host at least two and attend a further three competitions hosted by other local schools/venues this year (if possible).</p>	<p>See cost in Key indicator 1</p>	<p>Heygarth hosted 1 event over the academic year. This was a Y2 athletics festival. All other competitions that had been organised for Spring 2 and Summer term did not take place due to Covid-19.</p> <p>Participation and enjoyment of all pupils. Pupil and staff voice. Photos on PE wall or website.</p>	<p>To have a positive whole school approach towards competitions. Competitions are promoted and displayed in school and on school website.</p> <p>Competitions continue to be recognised in assemblies. To maintain and take part in as many competitions.</p> <p>Organisation of more events to be held at Heygarth next year (intra or against other schools). Staff to identify any pupils/year groups who would benefit from inter-school competitions during the 2020-2021 academic year.</p>

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Key indicator 6: Additional swimming				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
At least 70% of Y6 to meet national curriculum requirement or better.	Attend 2 week swimming block. Summer term is used to target pupils who have not reached national curriculum requirements in Y6. Additional swimming sessions provided.	£1,430	53% of Year 6 children had already met the national curriculum requirement leaving Y5. Those Y6 children identified in Y5 who required additional swimming sessions to achieve national curriculum requirements did not get to attend their swimming lessons during Summer 2 due to Covid-19. Feedback and assessments from swimming instructors and staff.	Identify Y6 (current Y5) children who require additional swimming sessions to achieve national curriculum requirements during 2020/21