

**St John's C E Primary School Sport Premium Spend 2019-20**

<p><b>Academic Year:</b> 2019/20</p>	<p><b>Total fund allocated:</b> £19,770</p> <p><b>Total Spent:</b> <b>£14,196.03</b></p>	<p><b>Date created:</b> 18.10.19  <b>Date Updated:</b> 29.12.19  <b>Date Updated:</b> 3.2.20  <b>Date Updated:</b> 26.7.20</p>		
<p><b>Key indicator 1:</b> 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</p>				<p>Percentage of total allocation: <b>59.48%</b></p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>		<p><b>Impact</b></p>	<p><b>£11,759.04</b></p>
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Children by the end of KS1 to be confident riding a pedal bike without stabilisers</p>	<p>Balanceability provision for EYFS</p> <p>Additional Cycle ready provision for Year 1 to increase children's confidence with pedal bike riding</p> <p>Catch up sessions with Year 2 children who did not meet required standards in Year 1</p>	<p>EYFS £600</p> <p>Yr 1 £600</p> <p>Yr 2 £300</p>	<p>60 Year R children completed their Bikeability – 46 (76.6%) of children successfully rode their pedal bikes and considered 'cycle ready' by instructors (an increase from 39 (65%) of last cohort able to ride a pedal bike); Quote from instructors: <i>"lots of great progress shown by the children – great confidence and control from a lot of the children. Even those who didn't achieve on a pedal bike were able to use the balance bikes with increasing confidence"</i>.</p> <p>47/60 (78%) Year 1 children completed their Cycle ready training to the expected standards for riding a pedal bike..  Quote from instructors: <i>"lots of the children riding with confidence and made fabulous progress throughout the sessions. Child X was so determined</i></p>	<p>Cycle Ready provision to continue in EYFS and Year 1 to improve the % of children able to successfully ride.</p> <p>Subject Leader to discuss with Year 2 the possibility of provision for children not achieving the required standard in Year 1 to receive the instruction next year.</p>

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			<p><i>and we were so proud of him!"</i></p> <p>Out of the 21 children who hadn't achieved Cycle Ready in year 1, 19 (90%) can now ride a pedal bike to the expected standard. The remaining two could both ride the balance bikes but hadn't quite gained the confidence to pedal or progress from gliding.</p> <p>Over the three years we have been using SP for cycle ready, the majority of children leaving KS1 can now ride a pedal bike without stabilisers</p>	
Provide children by the end of KS2, the opportunity to learn safe and confident practice riding a bike on the road.	Bikeability provision for Year 4 to increase children's confidence and knowledge of pedal bike riding. To become ready to cycle on roads	Yr 4 £600	Cancelled due to Covid-19 school closure.	Children to receive additional bikeability training in Year 5
Encourage KS1 and KS2 children alongside their families to scoot/cycle to school	Dr Bike - Bike servicing ensuring bikes are road-ready	£300	Cancelled due to Covid-19 school closure.	Servicing booked in for academic year 20-21
Encourage all children to increase their daily step count	Purchase pedometers for all classes to engage with 'Steps to Tokyo' challenge	£225.60	All classes achieved one term's step counts and enjoyed comparing their step counts with their friends and other classes.	Classes to continue to record step counts in preparation for delayed Tokyo 2020+1 Olympics
Provide coaching for Year 5 children to develop Learning to Lead skills so that KS1 and KS2 Children can become more active during break times and lunch times.	Year 5 Children – 6 sessions with coach to develop STEP principle knowledge when leading small groups for lunchtime activities	£225	All year 5 children received training and, in turn, led playground activities for two terms pre Covid-19 school closure.	Current Year 4 cohort to receive Play Leaders training when Government guidance allows mixed lunchtimes.
	Stopwatches purchased for timing games	£48.98	Children cited being a play leader as one of the best things about year 5. <i>"I enjoyed being given the responsibility to lead younger children."</i> <i>"It was fun to see the year 1s enjoying their playtimes."</i>	

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Increase % of time Year R are active outside	Purchase welly boot trolley so children can be active outside even in wet weather.	£213.08	Year R plan in outdoors child-initiated learning. This can always be completed regardless of the weather. Year R children love getting outside and learning.	Develop outdoor shoe storage for all year groups. Purchase outdoor wet weather clothing for year groups.
KS1 and KS2 Children more active during break times and lunch times.	Addition of playground markings on upper playground	£6000	Installation of traversing wall happened during lockdown and playground markings are being installed during summer holidays. Therefore, there has been little chance to gauge views. Children to be asked their opinions of resources some time in terms 1 or 2 to ascertain their views of new provision.	Rotas for socially distance lunchtimes using different areas produced to ensure all classes can use new markings/activities/traversing wall for next academic year. Socially distance/ safe space playground games to be circulated to MMS staff (part of GS4PE subscription) to ensure children maintain activity levels during break and lunch.
	Traversing wall installed in currently unused lunch time space.	£1500		
	Oversized outdoor games purchased.	£166.38		
	Shed build for storage of outdoor equipment	£980		
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				<b><u>5.56%</u></b>
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	<b><u>£1,100</u></b>
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:
Whole school consistency of planning used	Gauge feedback from staff re: GetSet4PE Buy further three years of access to curriculum.	£1100	GetSet4P.E has been a fantastic resource to support not only the teaching staff but also the P.E Lead who attended several free CPD sessions delivered on Zoom during Lockdown. It has provided useful documents to aid subject development in line with the new	P.E scheme bought for the next three years.  Introduce team teaching a P.E lesson with a colleague in a different Key Stage to ensure CPD of all staff  Maintain observation and

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	<p>Curriculum mapping plan ensures all skills are taught and progression shown through key stages.</p>		<p>Ofsted framework. Feedback from staff re: use-ability of scheme: <i>"The ready-made, engaging and easy to follow plans are great to pick up and go. I love how the lessons are fresh and exciting for both me and my class and we all enjoy taking part. Even better, I have found the website has everything you need, even assessment materials"</i></p> <p><i>"As a non-specialist, I find the plans incredibly easy to use. They are clearly set out and require minimal preparation and I love how the children can progress within each lesson and across a whole term"</i></p> <p><i>"I really like how the lesson outcomes are broken down into not just the physical skills learnt but also look at the social, emotional and thinking skills of the children too. This has allowed my children to see how they can develop themselves in other ways in P.E and not just physically"</i></p> <p>Staff have worked with subject leader to adjust curriculum mapping to fit with wider school commitments and where best activities would fit in the academic year for each class. Also tgo ensure progression of skills taught to meet end of KS descriptors.</p> <p>All classes are receiving at least two timetabled P.E lessons a week – covering both indoor and outdoor</p>	<p>assessment of P.E lessons</p> <p>Introduce self-assessment criteria for all children after lessons</p> <p>Use of iPad to evidence learning and capture self-assessment</p> <p>Staff to suggest areas of teaching P.E they would like to work on further – differentiation, assessment etc. Sort CPD for Staff Meeting time.</p> <p>Curriculum map to be adjusted for academic year 2020/21 to reflect progression of skills and needs from missing school due to Covid-19.</p>
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<p>A broader range of activities offered as extra-curricular activities in line with School Games Calendar</p>	<p>Links made with new extra-curricular provider to run lunch time and after-school clubs. Pupil voice to gauge clubs wanted by children.</p>		<p>units of work.  Plans were in place for children in Year 1, 2, 4 and 5 to receive cricket coaching from a qualified coach which would have led to entry into inter-schools' competition. Year 5 were also due to receive coaching from a Charlton athletic coach. Years 3 and 4 had tennis coaching planned too. All years had Korfbal coaching planned for Term 6. All plans cancelled/postponed to next academic year due to Covid-19.  Greenacre partnership chosen to provide clubs through Terms 5&amp;6 – plans postponed due to Covid-19</p>	<p>Liaise with outside agencies to confirm provision of coaching for next academic year.  No clubs to be run during Term 1. Greenacre ready to deliver extra-curricular provision from Term 2 onwards in line with Government advice.</p>
<p><b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p>				<p>Percentage of total allocation:</p>
				<p><b><u>0.56%</u></b></p>
				<p><b><u>£110</u></b></p>
<p><b>Intent</b></p> <p>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:</p>	<p><b>Implementation</b></p> <p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p><b>Impact</b></p> <p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

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<p>Improved quality of children's physical education in Key Stage 1 to ensure they are competent and confident.</p> <p>Improved quality of children's physical education in Key Stage 2 to ensure they are competent and confident.</p>	<p>PE subject leader to attend CPD training and then to provide updates throughout the year in staff meetings.</p> <p><b>Leading your P.E to Outstanding under the new Ofsted Framework</b></p> <p><b>Primary P.E Conference</b></p> <p><b>Preparing for a P.E subject Deep Dive (attended via Zoom)</b></p> <p><b>PASS – new Ofsted framework guidance</b></p> <p>Staff audit to understand confidence in delivery of new P.E scheme of work</p> <p>PE subject leader to meet with a broad range of pupils to talk about their PE lessons and to ascertain their knowledge and understanding of the subject.</p> <p>All staff encouraged to partake in Active 30:30 activities alongside children</p> <p>Staff to partake in Daily Mile alongside children</p>	<p>£75</p> <p>£35</p>	<p>Primary P.E Conference attended - From information received at this event, new partnership created for extra-curricular activities.</p> <p>P.E policy also updated to include the role PE plays to develop 'head, hearts and hands' of children – no longer just focusing on the 'doing' part of physical education.</p> <p>Ideas gained from two CPD courses attended to ensure detailed subject development – details to be disseminated to teaching staff for academic year 20-21.</p> <p>Staff and Pupil audit unable to be completed at end of academic year due to Covid-19.</p>	<p>Staff to identify areas for their professional development next year</p> <p>Arrange team teaching opportunities for year group/phase teachers to observe each other's practice. Ensure continued development of top quality teaching, learning and assessment</p> <p>Subject leader to work with new staff to ensure they are consistent with the teaching of P.E</p> <p>Twilight training identified – teachers split into groups dependent on their areas for development.</p> <p>Subject development plan created to include progression of skills documents and knowledge organisers for each activity area to show how children can achieve end of key stage descriptors.</p> <p>Pupil and staff audits to be completed terms 1 or 2 of next academic year.</p>
<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>				<p>Percentage of total allocation:</p>
				<p><b><u>1.61%</u></b></p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>		<p><b>Impact</b></p>	<p><b><u>£318.71</u></b></p>
<p>Your school focus should be clear what you want the pupils to know</p>	<p>Make sure your actions to achieve are linked to your</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what</p>	<p>Sustainability and suggested next steps:</p>

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and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
<p>Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved. Focus particularly on those pupils who do not take up additional PE and Sport opportunities.</p> <p>Increased Inter-house competition for all children in KS1 and KS2</p> <p>Increased % children with good level of fine motor skill entering KS2</p>	<p>Introduce a wider range of clubs and maintain current provision. Attend the same competitions as last academic year but add more where possible. Involve external coach to run extra-curricular clubs Arrange a pupil survey to ascertain what pupils would like.</p> <p>All children to experience working as part of a team to develop awareness of fair play and rules. All to learn new skills and then apply them to competition scenario Timetable of year groups and activities generated House cup purchased</p> <p>Children tasked to create activities for end of year Sports Days. Each Class to develop and test field and track event. House Captains and Subject Leader to work together to produce a programme of new events for end of year whole school Sports Days Equipment purchased for these events</p> <p>After school club continued from previous academic year following demand for club.</p>	<p>Money not spent due to Covid-19 – saved to go towards next year's provision.</p> <p>£21.73</p> <p>£112.61</p>	<p>Children have engaged with a varied curriculum up to Term 4 which has delivered knowledge and skills in a variety of indoor and outdoor activities.</p> <p>External provider sourced at Primary P.E conference agreed from Term 5 had to be postponed due to Covid-19</p> <p>Sports Day cancelled due to Covid-19</p> <p>Resources purchased but club unable to run due to Covid-19</p>	<p>Curriculum map to be adjusted for academic year 2020/21 to reflect progression of skills and needs from missing school due to Covid-19.</p> <p>External provider agreed from Term 2 to run a programme of extra-curricular lunch time and after school clubs in line with School Games programme.</p> <p>Pupil voice as to which activities they would like to experience next year</p> <p>Timetable to be created for inter-house competition which can be completed using minimal equipment and individually.</p> <p>Target children not achieving good level of fine motor skills at end of EYFS to attend club</p>

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Develop OAA offering for KS2 pupils	<p>Target children identified by KS1 teachers and parents as children needing additional intervention for fine motor skill. Delivered as fun club where children are not necessarily aware of the learning going on. Fine and Gross motor skills development resources purchased.</p> <p>Purchase equipment to develop team building, thinking skills and problem-solving techniques</p>	£184.37	OAA team-building activities planned for Terms 5 & 6 for UKS2	Curriculum mapping to change to start the year with OAA/team building activities to take into account the time children have been away from school and their peers.
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation: <b><u>4.59%</u></b>
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	<b><u>£908.28</u></b>
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>To introduce additional competitive sports identified by pupils in survey in order to engage more pupils.</p> <p>Opportunities for A, B and C team competition to increase number of KS2 children involved in competition.</p> <p>Maintain the Bronze Sports Mark achieved in academic year 2017/18 whilst aspiring to meet criteria to achieve Silver Sports Mark</p>	<p>Lunch time and after school clubs in line with School Games timetable of events.</p> <p>Events for both LKS2 and UKS2 to be entered.</p>	<p>Money not spent due to Covid-19 – saved to go towards next year's provision.</p>	<p>Extra-curricular provider agreed for Terms 5 &amp; 6 had to be postponed to next academic year due to Covid-19.</p> <p>Events entered in Terms 1 &amp; 2 but then events planned to be entered Term 4 onwards were postponed due to Covid-19. Other activities given to children</p>	<p>Look at School Games calendar – programme clubs in line with competition dates</p> <p>Gymnastics to be timetabled for classes to work on Key Steps skills within lessons in line with School Games calendar</p> <p>Subject leader to plan a calendar year of inter-house competition to take place in the last week of every</p>

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All KS1 and KS2 children to participate in competition sport within curriculum time.	Timetabled inter-house competition		during Lockdown meant no eligibility to apply for School Games mark this year.	term within P.E lesson – a mix of indoor and outdoor activity.
Replace/add to equipment in line with School Games Calendar	Equipment and storage to be purchased to replace existing equipment			External agency agreed to run desired extra-curricular clubs from Term 2.
	<b>Rugby balls, tags and storage bags</b>	£134.12		
	<b>Basketballs</b>	£250.95		
	<b>Interlocking cubes (Daily Mile counting)</b>	£18.34		
	<b>Footballs and storage bags</b>	£79.95		
	<b>Netballs and storage bags</b>	£99.95		
	<b>Child safety football nets</b>	£76.02		
	<b>Dodgeballs &amp; Volleyballs</b>	£248.95		