

A dark green vertical bar is on the left side of the page. A light green arrow points to the right from the bar, containing the text '2019 - 2020'.

2019 - 2020

PE & Sport Premium

Funding Plan

Several thin, curved lines in shades of green and grey originate from the bottom left and curve upwards and to the right.

J M Gill

St Patrick's RC Primary School, Consett

Academic Year: 2019/20	Total allocation: 19,490	Updated: 11.11.2019
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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
				54%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and next steps
<ul style="list-style-type: none"> • lunchtime clubs • sports leaders • playground equipment • Introduce ‘daily mile’ for all pupils 	<ul style="list-style-type: none"> • Identifying specific pupils who would benefit from lunchtime clubs. • Organisation of dedicated space. • Identify KS2 pupils to be sports leaders and train them in how to lead playtime games and organised equipment. • Purchase equipment for use at playtimes for sports leader led activities. • Ensure high quality provision during playtime and lunchtimes to maximize the opportunity for activity during these times by working towards OPAL status – <ol style="list-style-type: none"> 1. open up whole school site 2. set up play zones around site 3. train staff 4. source and purchase equipment for areas • Plan course for daily mile – produce passport so that pupils can gain points for each mile achieved and win prizes. 	<p>500</p> <p>10,000</p>	<ul style="list-style-type: none"> • Children will be active and alert throughout the day and build good habits around exercise and healthy lifestyle choices. • Children will build on taught PE skills, e.g. hand eye coordination, team building skills, communication, self-esteem. • Children will be engaged and active during playtimes. • Children will build on skills learnt in PE lessons. • Engaging in variety of high quality play activities will build positive social skills and problem solving 	<ul style="list-style-type: none"> • pupil voice to determine most popular clubs and ideas for new sports or activities that children may wish to try. • Replenishment of damaged or old equipment. • Resource new and varied equipment which continues to allow children to develop variety of skills. • Consult school council and ensure ideas and suggestions are taken into consideration when ordering new equipment. • Installation of dedicated all-weather ‘track’ for daily mile.

Key indicator 2: the profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation
				20%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and next steps
<ul style="list-style-type: none"> PE equipment Use of core assessment tasks – Durham Specialised PE HLTA 	<ul style="list-style-type: none"> Audit current equipment and identify gaps and priorities linked to scheme of work. Research new equipment and best value for money. Review scheme of work and what is needed to improve provision for PE. Skills audit of PE HLTA. Ongoing training for HLTA to ensure consistency and developing his teaching pedagogy. 	4,000	<ul style="list-style-type: none"> Wide variety of high quality resources to enable full participation in all activities. Children will be taught full range of PE using correct equipment to ensure that they are learning sports and the necessary skills correctly. Clear progression and skill development is evident across the age range. PE is taught and assessed at a high level. 	<ul style="list-style-type: none"> Measure the impact of the new equipment on lessons. Maintain regular audit of equipment. (termly) Ensure that PE curriculum equipment is not used at playtimes or by after school clubs to reduce loss and damage. All staff to be trained on assessment of PE and progression of skills across the PE curriculum.
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.				Percentage of total allocation
				5%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and next steps
<ul style="list-style-type: none"> CPD courses for PE leader and PE HLTA 	<ul style="list-style-type: none"> Identify training needs and gaps in PE provision and source appropriate CPD to link to these areas. 	1000	<ul style="list-style-type: none"> PE subject leader has a clear understanding of skills and progression across the school. PE leader provides support for staff to integrate aspects of PE into other areas of the curriculum. PE curriculum intent, implementation is linked to whole school curriculum intent. 	<ul style="list-style-type: none"> PE leader to share knowledge and information with all staff on a termly basis. Offer CPD to all staff to increase standard of PE across the school.

			<ul style="list-style-type: none"> • CPD information is disseminated to all staff. • Staff to teach additional PE sessions to upskill in this area. 	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.				Percentage of total allocation
				10%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and next steps
<ul style="list-style-type: none"> • Improve the variety of after school clubs. • Visitors and events to raise and build profile of PE within the school. 	<ul style="list-style-type: none"> • Ensure adequate space to accommodate after school clubs. • Trial early morning club for period of time. • Source range of sports coaches to provide taster sessions for pupils. • Pupil voice – what they would like to do in after school clubs. • Coordinate with local sports clubs to build up links and provide specialist coaching after school. • Special events and competitions to build competitive nature and team work. 	2000	<ul style="list-style-type: none"> • Children have much greater variety of sports and clubs to choose from. • Uptake of club places is high. • Children build on experiences in school and go on to join clubs and teams outside of school. • Children have access to sports and activities which they would normally be unable to participate in. 	<ul style="list-style-type: none"> • Continue to offer wide variety of sports, clubs and activities. • Quality assurance of current after school clubs. • Look for further exciting experiences for pupils. • Continue to promote healthy and active lifestyles.
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation
				10%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and next steps

<ul style="list-style-type: none"> • Provide wide range and full calendar of opportunities for pupils to compete through links with Derwentside Sports SLA. • PE lead to access network meetings to ensure they are up to date with current initiatives and training. 	<ul style="list-style-type: none"> • Sign up to Derwentside PSSPA SLA. • Organisation of teams within school. • Build links with local schools to arrange matches and events. • Enter wide range of competitions and events across the district to enable as many pupils as possible to take part in competitive sport during the year. • Provide pupils with opportunities to practice prior to events so that they feel able to fully compete. • Organise travel and cover where necessary. • Inform parents. • Carry out Risk Assessments • Hold internal competitions to build team work and provide all pupils with opportunities to compete and utilise the skills they have learnt in PE. 	<p>2000</p>	<p>Range of competition entered:</p> <p>Current:</p> <ul style="list-style-type: none"> • Athletics • Dance Festival • Swimming gala • football – boys and girls • gymnastics • netball • cross country • multi-sports <p>Possible:</p> <ul style="list-style-type: none"> • <i>basketball</i> • <i>kwik cricket</i> • <i>new age kurling</i> • <i>orienteering</i> • <i>cycling</i> • <i>table tennis</i> 	<ul style="list-style-type: none"> • Continue to build on current competitions entered. • Search for new competitions and events. • Continue to liaise with other local schools. • Highlight gifted and talented pupils and signpost where appropriate.
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