St Helen's PE Premium Action Plan and Strategy Impact Report 2019-20

St Helen's
CE Primary School

Leader responsible: Kelvin Chappell, Andy Spens

Covid 19 Pandemic:

Unfortunately the Covid 19 Pandemic has curtailed the academic year as we know it. We have still produced a PE Impact report as we would do in previous years to show the impact of our work up to March 23rd 2020. With the pandemic meaning more children were in lockdown and at home, we have added an additional section to the PE plan to show how we maintained children's SEMH and Physical well-being at home, even though some of this was not explicitly linked to the use of PE funding. This was undoubtedly very successful and something that we may have to consider in the event of a further lockdown.

Rationale: Physical Education at St. Helen's: Excellence, enjoyment and achievement together.

In order for all children to achieve their full potential and to aim for our school vision of 'Excellence, Enjoyment and Achievement' - Flying high- Soar like Eagles, we have developed a PE scheme of work which enables children to develop their core Physical Education skills, and enables them to participate in structured competitive activities at differing levels, used alongside the PE Premium Funding this enables us to ensure that all children engage in Physical activity.

A high-quality physical education curriculum and extra-curriculum **inspires** all pupils to **succeed** and **excel** in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed some of our school values such as: **Friendship, Perseverance, Truthfulness, and Respect**

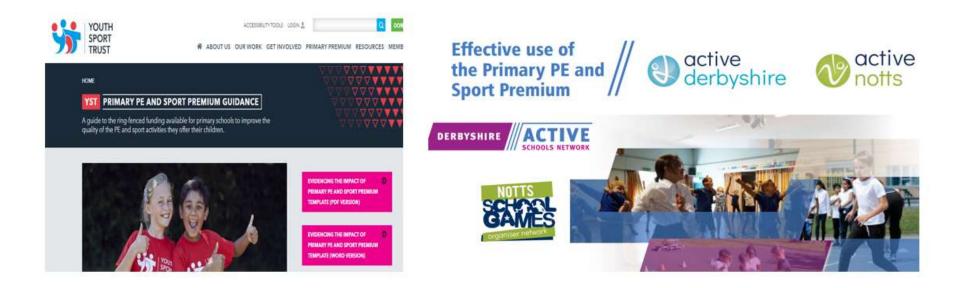
Quality First Wave Teaching:

All children receive a broad and balanced PE curriculum as part of QFWT (Quality First wave Teaching) this is about what should be on offer for all children: the effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching will, for example, be based on

clear objectives that are shared with the children and returned to at the end of the lesson; carefully explained new PE vocabulary; use of lively, interactive teaching styles and also make maximum use of visual and kinaesthetic as well as auditory/verbal learning. The objectives that are used are taken from the school's skills and progression grid.

What is the most effective way to support pupil's Physical achievement?

Over the last few years we have built our PE strategy around the DFE research that highlights that more successful schools who promote high levels of PE attainment have a number of things in common this is supplemented by evidence from the DFE:



The amount of PE premium funding: £17,736

PE Premium strategy aims for pupils 2018-19: The DFE outcomes are defined as:

1) Engagement of all pupils in regular physical activity, for example by:

1a) providing targeted activities or support to involve and encourage the least active children

- 1b) encouraging active play during break times and lunchtimes
- 1c) establishing, extending or funding attendance of school sport clubs and activities and holiday clubs, or broadening the variety offered adopting an active mile initiative
- 1d) raising attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2. Every child should leave primary school able to swim

2) Profile of PE and sport is raised across the school as a tool for whole-school improvement, for example by:

- 2a) encouraging pupils to take on leadership or volunteer roles that support sport and physical activity within the school (such as 'sport leader' or peer-mentoring schemes)
- 2b) embedding physical activity into the school day through active travel to and from school, active break times and active lessons and teaching
- 2c) increased confidence, knowledge and skills of all staff in teaching PE and sport, for example by:
- 2d) providing staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school
- 2e) hiring qualified sports coaches to work alongside teachers to enhance or extend current opportunities

3) Broader experience of a range of sports and activities offered to all pupils, for example by:

- 3a) introducing new sports and physical activities (such as dance, yoga or fitness sessions) to encourage more pupils to take up sport and physical activities
- 3b) partnering with other schools to run sport activities and clubs
- 3c) providing more (or broadening the variety of) extra-curricular activities after school in the 3 to 6pm window, delivered by the school or other local sport organisations

4) Increased participation in competitive sport, for example by:

4a) increasing pupils' participation in the School Games

4b) organising, coordinating or entering more sport competitions or tournaments within the school or across the local area, including those run by sporting organisations.

As a school we have considered all these key factors and built our PE Strategy for 2018-19 around these key factors.

Physical Education Aspirations: At St. Helen's we endeavour to provide opportunities in all aspects of school life, for all of our children to achieve the very best that they can and to develop a lifelong love of learning of Sport and Physical Education, and to develop their own well-being.

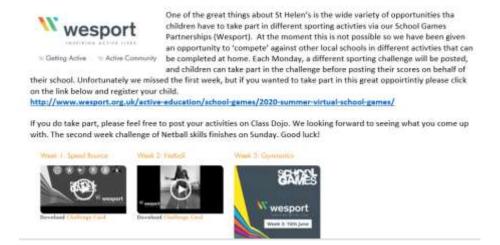
2019-20 Pupil Strategy: Desired Outcomes and Review:

<u>Covid 19 Pandemic:</u> Due to the Covid-19 outbreak and the school's lockdown, a number of actions below where unable to be completed and meant that we could not measure the impact over the whole year. During the pandemic lockdown we felt that we still needed to encourage children who were not in school to take part in a number of PE sessions and activities to enable them to develop their PE skills and more importantly at this time their SEMH well-being, including physical and mental health. Below are a number of activities that we developed and completed during the initial lockdown:

• PE was still encouraged as part of the Curriculum activities that were sent home. Children were asked to take part in the Joe Wick's PE activities and encouraged to send in videos on Class Dojo.



• With the loss of competitive school sport children and families were signposted to Wesport activities, were each week children were able to participate in these activities against other local schools. (Photo taken from school newsletter.)



• School Sports Day was held in July as part of a virtual Sports week. This enable children inside school and children still at home to take part in a number of different activities in school. Each individual class also held their own Sports Day. (Photo taken from school newsletter information.)

St Helen's Virtual Sports Week - Monday 6th July to 10th July

With our love of sport at St Helen's, we are really looking forward to a Virtual Sports week! A number of different activities will be held including Daily Challenges, Sport-related learning, Virtual Sports Day, a Virtual

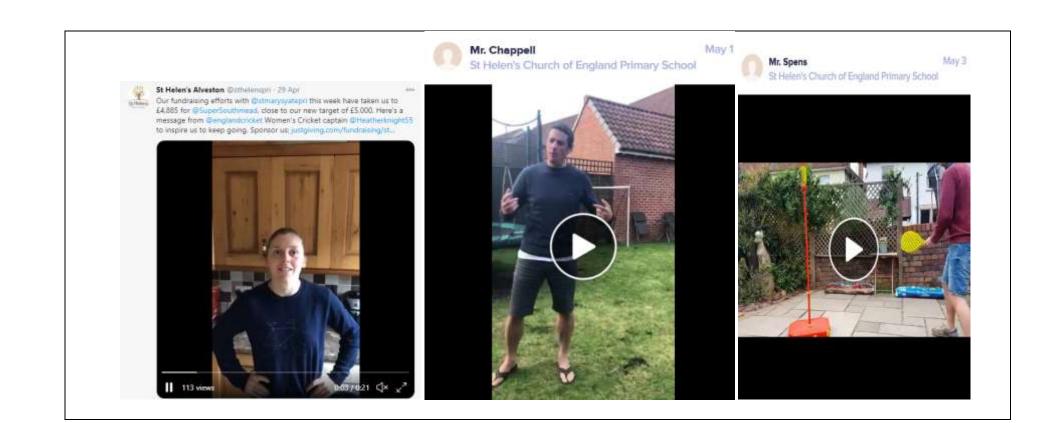
Sports Competition, Dance and an A-Z of Sports Video. With all these great things in store, we look forward to sharing the details with you soon. Our thanks go to Mrs Boffin for organising this.



• Captain Tom's Challenge: To raise funding for Southmead hospital, the children were encouraged to take on a number of challenges to raise money. The majority of the challenges were physical activities. A huge amount of well over £11,000 was raised for South mead Hospital. To inspire the children, a number of daily messages were given by local sporting stars and included Olympians Colin Jackson, Sally Conway and English cricket captain Heather Knight.









Well done to everyone! A huge achievement!

William Wilcommon & Silvers



A HUGE THANK YOU to everybody who has donated to our Colonel Tom challenge. As I write this newsletter, the current total stands at an amazing £7122, which far surpasses our expectations. When we started this idea as a partnership with St. Mary's, we were hoping to raise £1000 for Southmead Hospital, with a day still to go, who knows what our end total will be? Thank you to all the children who have persevered with their challenges, we have loved watching them and have been so impressed with the variety of activities. Thank you also to the staff, who

engaged so enthusiatically with the challenges and also used a range of different contacts to reach out to some sporting legends to give us some encourgament. On Twitter this week we have heard from:













Colin Jackson CBE Sally Conway

Marcus Delpeche Heather Knight OBE Lee Johnson

It has been amazing, to hear the encouraging words from these Sporting Legends, and hopefully it has inspired the children to reach great heights!

FINAL TOTAL

A HUGE THANK YOU to everybody who donated to our Colonel Tom challenge. When we started this idea as a partnership with St Mary's, we were hoping to raise £1000 for



Southmead Hospital and we ended raising an amazing £11,650. This is a fantastic effort that everybody in both schools should be extremly proud of and it was great to see so many different and unique challenges.

Well done everyone!





1) Engagement of all pupils in regular physical activity, for example by:

- 1a) providing targeted activities or support to involve and encourage the least active children
- 1b) encouraging active play during break times and lunchtimes
- 1c) establishing, extending or funding attendance of school sport clubs and activities and holiday clubs, or broadening the variety offered adopting an active mile initiative
- 1d) raising attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2. Every child should leave primary school able to swim

School Aspirations: Linked	Barriers to	Desired	Measurable	Who? Costing:	Monitoring (See below)
to DFE strand:	learning: Action	Outcome:	Outcome: How will		MEASURES OF
			impact be		IMPACT
			measured?		Significant
					Moderate
					Low Impact
1a 1b	To support the	Children who	The number of	Lunchtime	
	most inactive	were identified	children who now	club £20 x 3	
	children who	as not attending	attend a lunchtime	hrs a 39	
	have been	a PE club in the	or extra- curricular	weeks=	
	highlighted	last academic	club increases.	£2340	
	using a number	year-			
	of different	2018-19 (See		£300 allotted	
	factors to	clubs list) and		to pay for	
	develop their	who have been		clubs for those	
	physical well	identified from		children who	
	being.	in school		did not attend	
		assessment		clubs in the	
		data- will be		previous year.	

		targeted for lunchtime support in terms of attending the lunchtime Sports club on M T W. Children who have not been attending PE clubs in school will be specifically targeted to enable them to attend at least one club a week.			
1 c	To support the physical development of all children by providing a range of extracurricular Sporting clubs	PE funding used to ensure all children are able to access clubs and develop their physical and mental health well-being.	Case studies and competition records show that children and parents/families are able to access sporting provision when necessary to do so.	PE funding is used to ensure that some children who would like to do a club have access to clubs.	
1 c	To support the needs of more	PP funding to be used	Case studies and competition records	PE funding alongside PP	

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	vulnerable	alongside PE	show that children	funding is used	I
	children in	funding to	and	to help PP	I
	attaining extra-	ensure all	parents/families are	families access	I
	curricular	children are	able to access	clubs that they	I
	Sporting clubs	able to access	sporting provision	may wish to.	I
		clubs.	when necessary to		I
			do so.		
1c	To support the	Data from the	External clubs are		I
	provision of	previous year	sought and aimed at		I
	KS1 children.	demonstrates	the younger		I
		that the	children in KS1 and		I
		number of	Year 3.		I
		children in KS1			I
		who are			I
		attending a club			I
		is lower than			I
		that of older			I
		children and in			I
		particular Year			I
		5 and 6.			
Significant Impact: Use of a	dditional funding t	o develop a variety	of activities at lunchting	mes.	



St Helen's Alveston @sthelenspri - 21 Nov 2019

Over the last few weeks we have put out so many different activities at break times but none have been as popular as when yesterday Mr. Chappell put out some Table Tennis equipment. Does anybody have an old table to donate or know where we can get a table? @wesportap







1 d	To enable all	Children are	Children feel fitter	Assessment	
	children who	able to swim 25	and healthier and	monitoring of	
	leave St.Helen's	m.	are able to swim 25	classes	
	to have access		m.	throughout	
	to swimming			the year.	
	lessons and to				
	be able to swim				
	25 m.				
1a 1b	To enable children to	All children are to take part in	Children feel fitter and healthier.		
	develop their	structured			
	own physical	activities at			
	well-being and	lunchtime.			
	to stay active.				

1a	To enable	All children are	Children feel fitter	No cost:	
	children to	to take part in	and healthier and	Classroom	
	develop their	structured	report that they are	teaching.	
	own physical	activities with	feeling the benefits		
	well-being and	the play leader	of structured	Lunchtime	
	to stay active.	who leads	provision at	Play Leader=	
		activities.	lunchtimes.	£15 x 5 hrs x	
				39 weeks =	
				£2,925	

Significant Impact: The use of a lunchtime play leader is having a huge impact on 100% of our children, with children being encouraged to take part in different activities to help develop their physical well-being

As you may know, one of our main visions for this year is to take our 'Flying High' ethos outside onto the playground and the children have tried really hard over the last few weeks to do this. Yesterday it was great to see so many children playing with the different activities provided by our play leaders including the chalk, which I'm sure you must have seen if you have walked across the playground. To watch our younger children being helped by the older children to draw and write was a joy to behold and I was even more 'blown away' when I saw a number of children writing our values and vision 'Flying High' in chalks on the playground. When that happens on their own accord - that's when you really know we have children who understand our belief that all children can aim high! Have a great weekend!











Term 1 and 2: Year 5 children went swimming at Tockington Manor. Term 3 Year 4 started to swim, however the Covid outbreak stopped the rest of KS2 from swimming.

2) Profile of PE and sport is raised across the school as a tool for whole-school improvement, for example by:

- 2a) encouraging pupils to take on leadership or volunteer roles that support sport and physical activity within the school (such as 'sport leader' or peer-mentoring schemes)
- 2b) embedding physical activity into the school day through active travel to and from school, active break times and active lessons and teaching
- 2c) increased confidence, knowledge and skills of all staff in teaching PE and sport, for example by:
- 2d) providing staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school
- 2e) hiring qualified sports coaches to work alongside teachers to enhance or extend current opportunities

2b	To enable	Children have a	Children are able	High quality equipment PE	
	children to be	range of activities	to talk about the	equipment is purchased to	
	active at break	that encourage	importance of	enable children to	
	times.	them to be active.	being fit and	participate in physical	
			healthy at break	activity.	

See above:			times and know the importance of staying healthy.		
2c 2d 2e	All children have access to high quality good QFWT- every day. CPD development of all staff members.	Children make good progress in all the core areas of PE subject having accessed good QFWT from expert coaching. CPD of staff member is developed.	Attainment and Progress of children is good from their starting point in all the subjects.	CPD across the year- linked to SDP. Coach £25 x 2.5 hrs = £2,437.50	

Monitoring: Significant Impact: To help develop teacher's CPD, expert coaching provided by coaches from TPS were provided to work alongside teachers in Games, Gymnastics, Dance. As part of this, a new PE skills based curriculum was developed to enable teachers to develop high quality PE provision.











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LESSON TOPICS/FOCUS



Brivasium Germon	Darne	Statuting / Flaiding	Mel garnes	Attentes	GAA
Frontbell Rugby Harolbull Harolottuil Nettuil Benuttuil Futuil	Danes Gymnatics Boversize	Golf Cricket Rounders Softpell Demah Longhall	Terrors Stadementum Wolleyboot	Activisce Sports half Attention	Kurting Ultimate Friction Decligated

3) Broader experience of a range of sports and activities offered to all pupils, for example by:

3a) introducing new sports and physical activities (such as dance, yoga or fitness sessions) to encourage more pupils to take up sport and physical activities

3b) partnering with other schools and clubs to run sport activities and clubs

3c) providing more (or broadening the variety of) extra-curricular activities after school in the 3 to 6pm window, delivered by the school or other local sport organisations

3b	To make link	Children to have	Children are able		
	with external	external	to develop		
	Sporting	opportunities	different		
	organisations- to	provided by local	experiences		
	develop sporting	professional clubs	linked to Sport.		
	links and		·		
	opportunities.				

Monitoring: Significant Impact: Links developed with GCCC to enable children to participate in the curriculum for Chance to Shine Project and work with Bristol Sport and TPS for extra-curricular clubs.



Use of PP funding to contribute to some children's camp payments.





4) Increased participation in competitive sport, for example by:

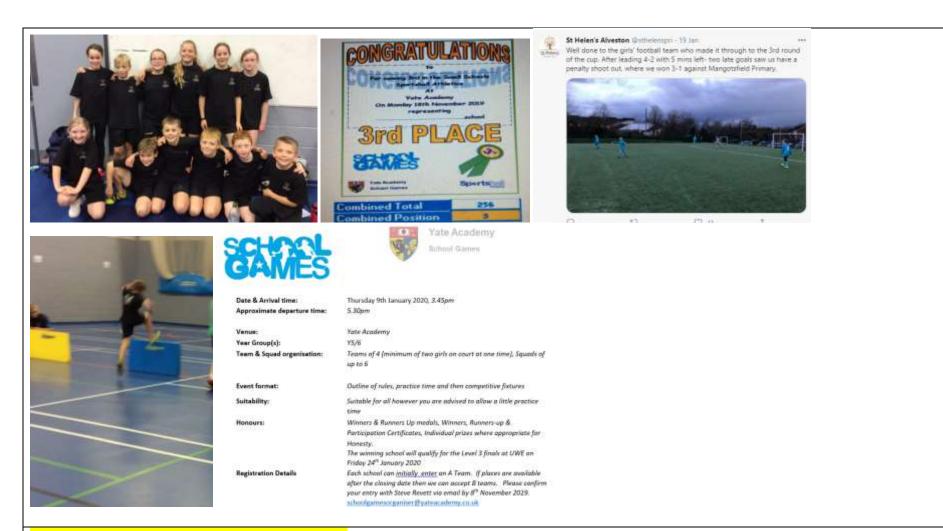
4a) increasing pupils' participation in the School Games

4b) organising, coordinating or entering more sport competitions or tournaments within the school or across the local area, including those run by sporting organisations.

4a	To ensure that	Children	Children are able to	Supply cover	
	children across	participate in a	utilise school values	for different	
	all areas of	number of	and to develop an	competitions	
	school have	different	understanding of		
	access to	sporting	competitive sport	Competition	
	participation in	activities.		Entries: Full	
	competitive			day supply	
	activities			£120 X 15 =	
	outside of			£1,800	
	school.				
4b	Children	Children	Children are able to	Opportunity	
	participate in	participate in a	utilise school values	for children to	

	local school's	number of	and to develop an	enter different	
	sports	different	understanding of	Sporting	
	competitions	sporting	competitive sport	competitions.	
		activities.			
				Access to	
				Sporting	
				Calendar	
				£150	
4b	Children are	Flying High PE	PE premium funding	Funding to	
	able to have a	shirts are	is used to enable	purchase PE T-	
	shared identity	purchased.	the children to wear	Shirts.	
	when entering		the same kit.		
	a competition			£150	
	by wearing the				
	same PE kit.				

Monitoring: Significant Impact: School continued to enter teams in all the different competitions that were available to enter via the School Sporting Calendar.



Total Approx Costings for PE premium= £16,137

How the improvements will be sustainable in the future? Our rationale for PE at St.Helen's CE Primary

A high-quality physical education curriculum and extra-curriculum **inspires** all pupils to **succeed** and **excel** in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health

and fitness. Opportunities to compete in sport and other activities build character and help to embed some of our school values such as: Friendship, Perseverance, Truthfulness, and Respect

It is our belief that having giving children opportunity to develop their well-being and enjoyment of PE in school, it will enable children to be life-long learners and participate in Sport and PE outside of school. We have several links to local clubs and it is our hope that a number of children utilise this opportunity.