



# **DRONFIELD JUNIOR SCHOOL**

**Primary PE and Sport Premium**

**Action Plan**

**2019 - 2020**

## Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for students today and for the future.

Academic Year: 2019/20	Total fund allocated: £19,700	Date Updated: July 2020		
<b>Key indicator 1:</b> 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				Percentage of total allocation: 53%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Encourage greater physical activity in <b>all</b> pupils both inside and outside of school.  <b>IMPACT ON PUPILS</b>  The impact for the children will mean increased access to, and involvement in, physical activities at lunch times break times and lesson times, resulting in pupils developing positive attitudes and the rewards of being physically active.	Train all Midday Meals Supervisors so they are confident to organise games and activities and to recognise, and engage, children who need to build their activity levels. Continue with allocated Midday Meals Supervisor to organise games and supervise Mini Leaders.  Train mini leaders and Bronze Young Ambassadors, taking them on the relevant training offered by Chesterfield SSP. Allow them to speak termly during assembly time to motivate the children to take part in the organised activities. Hand out certificates and stickers to keep children motivated to take part. Continue to buy new equipment, where needed, separate from the school PE	MDS training through Chesterfield SSP (affiliation total cost: £3420)  £500 for resources, stickers, certificates	BYA created were very enthusiastic after their training. They enjoyed planning events, meeting regularly and led playground games effectively. More children were active at lunch time and a wider variety of children were active. They also planned clubs to encourage the inclusion of less active children.  N/A – school ‘closure’ due to COVID-19 pandemic, some of the training that was planned for terms 4, 5 and 6 has been rearranged.	Sustainable. The staff will receive refresher training if necessary in order to continue to support active lunchtimes and break times.  Very sustainable. The Y5s will continue the role as Bronze Young Ambassadors and will continue with the planned events when safe to do so.  Some of the carried over money will be spent on equipment to promote active play during lunchtime (this is needed so that sharing of

	<p>equipment, for the children to use to deliver these sessions. Take children for refresher training if needed throughout the year.</p> <p>NHS Five60 programme implemented in Year 5: healthy eating, water, physical activity.</p> <p>To continue to invest in Maths of the day which is used widely around school to incorporate activity into the whole curriculum.</p>	<p>3 classes x £300 = £900</p> <p>Maths of the Day subscription £645</p>	<p>The children did not complete all sessions due to school 'closure' in response to the Covid 19 pandemic. This will be completed when safe to do so.</p> <p>More active lessons across the curriculum with ideas sourced from website and built on by teachers and year group teams. Homework activities include 'active' ideas eg design and lead warm up and cool down activities for a PE lesson.</p>	<p>equipment is limited thereby addressing Covid-19 protocols).</p> <p>Sustainable. The programme had a very positive outcome for all involved and was inclusive for all.</p> <p>Sustainable. As more ideas can be introduced, shared, used and built on.</p>
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<p>Continue to offer 2 hours of high quality PE and ensuring that all children participate in 30 minute of activity a day in line with the obesity strategy, explaining to the children the importance of leading an active lifestyle.</p> <p>IMPACT ON PUPILS</p> <p>This should develop the children's awareness and attitude towards leading an active lifestyle. It should also increase their readiness to learn following physical activity, aiding their concentration and improving the work produced.</p> <p>To encourage active travel to school.</p> <p>IMPACT ON PUPILS</p> <p>This will develop a positive attitude towards fitness and will mean that many children will arrive at school with a greater readiness to learn.</p>	<p>Continue to resource where needed.</p> <p>CPD for PE Lead and other staff members on the importance of being physical active.</p> <p>Lead a parental workshop giving parents and carers ideas for how they can encourage children to be active at home.</p> <p>Continue to work with ECO members, School Council to encourage walking or scootering to school.</p> <p>Install a scooter shelter to allow children to travel to school on their scooter and allowing them to be able to store it safely during school time</p> <p>Safe scootering to school lessons to encourage more children to use scooters – purchase scooters to borrow to encourage self purchase.</p>	<p>£500</p> <p>£2000 (Real PE refresher £175)</p> <p>Link with Mental Health Lead Supply costs £400</p>	<p>All staff members were fully trained on the importance of leading a healthy lifestyle and the importance of physical activity. They were shown different ways that could be implemented into their lessons. Miss Grogan attended a Real PE refresher course through SHAPE.</p> <p>During school 'closure', active ideas for children to do at home were placed on the home learning tab on the school website. Ideas were also posted on Class Dojo. Children were encouraged remotely to join in with Joe Wicks' morning PE sessions online.</p> <p>N/A - due to school 'closure' in response to the COVID-19 pandemic, activities planned for the summer term did not take place. (School closed on March 27<sup>th</sup>). These events/actions will be carried forward to 2020/2021.</p>	<p>Sustainable. All staff understand the importance of physical activity and the link to the mental health and wellbeing of the child. More activity has been planned into lessons to make them more active and children complete The Daily Mile.</p> <p>Some of the carried over money will be spent on buying extra sporting equipment to support limited sharing so all children have access PE during the Covid-19 protocols.</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				Percentage of total allocation:
				33%
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To apply for the School Games Mark platinum award in 2019-20. Regularly hold PE staff meetings to discuss the importance of the PE funding, how each child should be participating in 30 minutes of activity a day and how PE is a school priority.</p> <p>To work more effectively with the PE Governor so that she takes a more active role.</p> <p>To develop outdoor learning in other areas of the curriculum.</p> <p>IMPACT ON PUPILS</p> <p>This should lead to an increased standard of pupil's attainment in PE and develop positive attitudes to health and fitness by staff and students.</p>	<p>Continue to raise profile of PE with all staff in staff meetings. The PE Lead, alongside the Headteacher should lead staff meetings highlighting the importance of school sports and explaining that this is a school priority.</p> <p>Attend as many competitions, sports related opportunities offered by Chesterfield SSP.</p> <p>Maintain spreadsheets and monitor and adapt provision according to perceived need.</p> <p>Maintain an evidence folder showing all the participation in sports, training and evidence of school sports to help to apply for the award at the end of the year. Set up a spreadsheet monitoring the attainment of the pupils throughout school.</p> <p>Apply for the DfE Healthy Schools rating scheme (July 2019)</p>	<p>£1550 towards transport</p> <p>£600 Cover for PE Lead and Healthy Schools to</p>	<p>PE and school sport is mentioned at most staff meetings and the importance of it highlighted by the PE Lead and Headteacher. Due to school 'closure' in response to the COVID-19 pandemic, we have not been able to apply for the platinum award.</p> <p>The PE Governor has met with the PE Lead to discuss plans, monetary decisions and impact.</p> <p>N/A - due to school 'closure' in response to the COVID-19 pandemic, activities planned for the summer term did not take place. (School closed on March 27<sup>th</sup>)</p> <p>This work was started but further planned for in the second part of the Spring Term.</p>	<p>Keep all staff up to date with PE vision and PE aims and targets for the academic year. Share SHAPE wheel of progress.</p> <p>Keep taking part in active days that are provided by the SHAPE partnership.</p> <p>Continue with tracking the participation of the children. Add a section to allocate a number for their sports personality in order for them to access appropriate events for their ability.</p> <p>Due to school 'closure' in response to the COVID-19 pandemic, this will be carried</p>

	<p>Develop the outdoor learning environment for a range of subjects.</p> <p>Ensure regular mindfulness sessions in all classes. Offer mindfulness sessions from 8.50am – 9.10am to teach children how they can look after their mental health.</p>	<p>work together £500</p> <p>£200 for resources</p>	<p>The school garden has been used proactively by increasing numbers of classes. Year Group Team consider more proactively how to develop outdoor learning within their topics.</p> <p>Morning mindfulness sessions have increased attention for specific children. Those attending enter lessons increasingly ready to learn. Mrs Hart and Mrs Channon are ELSA trained and have time away from the classroom to do this. Both have almost completed training to become Trauma Informed Practitioners.</p>	<p>forward to the next academic year. As we look to ‘renewing’ the curriculum, this will be considered as a matter of cause. Mrs Smith will look to train as a Forest School practitioner.</p> <p>Sustainable. Next steps: 5 members of staff to undertake assessment to be accredited as Trauma Informed Practitioners.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				25%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To continue to develop a manageable system of assessment to track the pupils progress in various areas of PE throughout school.</p> <p>To continue to provide CPD in PE, where necessary.</p> <p>To further enhance staff competence and confidence in planning, teaching and assessing PE.</p> <p>IMPACT ON PUPILS</p> <p>Increased standards of pupil attainment, against Key Stage 2 Attainment Targets.</p> <p>Increased enjoyment and positive attitudes through more creative lesson structures.</p> <p>A focus on all the areas of PE e.g. social skills, creativity, health and fitness and not just the physical aspect. This should allow <b>all</b> children to enjoy PE no matter of</p>	<p>Monitor PE provision, highlight strengths and act on areas for development. Use the 'Create Wheel' to support with this.</p> <p>Continue to use pupil voice and involve Governors.</p> <p>Complete a subject walk-through and complete a planning scrutiny to check continuity though out school. Staff were provided with refresher training for Real PE.</p> <p>Allow external coaches to teach a block of lessons for staff to use as CPD.</p>	<p>£2000</p> <p>Create Development portfolio e.g. real PE, real Legacy, real Play, real Gym, real Leaders</p> <p>£600 to release PE Lead to complete subject walk through</p> <p>£2400</p>	<p>Meeting with Kristina Scott to discuss the Create Wheel and to use this to complete a school audit to set targets to work on for the next academic year.</p> <p>Due to school 'closure' in response to the COVID-19 pandemic, subject walk throughs planned for the summer term did not take place. (School closed on March 27<sup>th</sup>)</p> <p>Refresher training was offered to all members of staff. Miss Grogan took up the opportunity to go on the training and fed back any recent changes to the PE lead.</p>	<p>Staff may have changed year groups so may need a different type of training than previous years. Staff may want a top up if they require more CPD in the subject of PE.</p> <p>Next year buy in to the Real Gym and Real Dance and receive whole school training to help implement the changes.</p>

their ability.				
Participation in enhanced quality teaching and learning opportunities				
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation
				10%
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
<p>Enhance and extend the range of physical activity and sports offered at lunchtimes and as after school clubs. Continue to monitor participation and address and any issues.</p> <p>IMPACT ON PUPILS</p> <p>Increased participation in broad range of PE and Sports opportunities, in and out of curriculum hours.</p> <p>Fundamental movement skills developed and transferred to sports skills.</p> <p>Opportunity to practise and enhance skills in different contexts.</p>	<p>Taster sessions for after school clubs, provided by outside providers to be offered during the school day, to encourage more children to participate in the clubs. If limited take up, after taster sessions, investigate why and attempts to overcome the barriers, possibly offer further different taster sessions.</p> <p>Complete questionnaires with the children, which ask them what after school clubs they would like to see.</p> <p>Monitor the participation of different clubs on a spreadsheet and monitor children not accessing sport in or outside of school.</p> <p>Use outside agencies to inspire children to participate.</p>	<p>£500</p> <p>Lunch time and after school sports clubs provided by staff at no extra cost.</p>	<p>The children received a taster session for jujitsu which was thoroughly enjoyed by all. This led to a greater uptake in the lessons.</p> <p>Tennis and Yoga postponed due to school 'closure' in response to Covid-19 pandemic.</p> <p>N/A - due to school 'closure' in response to the COVID-19 pandemic, activities planned for the summer term did not take place. (School closed on March 27<sup>th</sup>)</p>	<p>Use funding to inspire children with different ways to keep physical e.g. yoga workshop, dance and tennis taster lessons.</p> <p>Offer more after-school sports clubs (jujitsu, tennis)</p> <p>Keep organising and encouraging a wide variety of KS2 children to events and competitions (through SHAPE partnership)</p>

	<p>Offer a range of physical activities at lunch and breaktimes through mini leaders training.</p> <p>Activities for SEN children such as boccia to develop their physical and emotional health</p> <p>After completing a survey with all the children at school, they wanted yoga to be run as an after school club. Provide a taster session for all children and hire a coach to run an after school club.</p>		<p>The children were offered a variety of different physical activities which were delivered by mini leaders e.g. speed stacking, basketball etc.</p>	<p>Sustainable - the mini leaders were our current Y5s so will be able to continue to lead physical activities at break times with a little refresher training from the PE Lead. Initially, they may not be able to lead due to children being placed in bubbles with designated playing areas as dictated by covid-19 protocols. They could, however, suggest activities to other year groups (bubbles) via an online platform such as Teams or Zoom.</p>
<p>School Games Day to be held at the English Institute of Sport (EIS) in Sheffield.</p> <p>Continue to use EIS as a venue to try out a number of different sports. Recognise the importance of the venue and use as an inspiration to pupils to demonstrate sporting prowess in the future. Reward the qualities of being a good sport rather than attainment.</p> <p>Encourage parents to recognise the sporting abilities of their children and to nurture them.</p> <p>IMPACT ON PUPILS</p> <p>The children will all experience</p>	<p>Organise a School Games Day at the EIS for all the children to participate in. Encourage the parents to watch as a way of celebrating school sports. Part of the day should be non-competitive and should allow the children to experience all aspects of the stadium.</p> <p>Discuss with sports leaders what events they would like to participate in and how it can be improved from the previous year. These children will be responsible for helping to organise the event.</p> <p>Include events to allow all</p>	<p>£1000 towards hiring EIS and coaches.</p>	<p>N/A - due to school 'closure' in response to the COVID-19 pandemic, this did not take place. (School closed on March 27<sup>th</sup>). However, children were set active tasks by each teacher and these were shown on video via Class Dojo. Children sent in photographs of themselves completing the activities and these were shared with the whole school community on Class Dojo. Children wore their PE shirts to show which 'house' they were in.</p>	<p>We have a new date provisionally booked with the EIS for May 2021.</p>

<p>how it feels to compete in a real sporting venue. They will be inspired by seeing real athletes training alongside us on our special day.</p> <p>Increased participation in sports in and out of curriculum hours.</p> <p>Fundamental movement skills developed and transferred to sports skills.</p> <p>Opportunity to practise and enhance skills in different contexts.</p>	<p>children, inclusive of their needs, the opportunity to be involved in the day.</p>			
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<p><b>Key indicator 5: Increased participation in competitive sport</b></p>	<p>Percentage of total allocation:</p>
	<p>17%</p>

School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Continue affiliation with Chesterfield SSP to continue to access level 1 and 2 games and festivals. To provide transport to facilitate access to level 2 games and festivals.</p> <p>To recognise and nurture competitive spirit and good sportsmanship.</p> <p>To hold termly intra-school competitions.</p> <p>IMPACT ON PUPILS</p> <p>Fundamental movement skills</p>	<p>The affiliation. Make sure we attend as many of the competitions as possible allowing children to experience what it is like to compete.</p> <p>Termly meetings to plan the events for the year.</p> <p>Organise transport to events to allow more children to access these opportunities.</p>	<p>Chesterfield SSP Affiliation £3420</p>	<p>A wider variety of children participated in competitions and events held by SHAPE partnership.</p> <p>SHAPE partnership organised events especially for girls which resulted in girls being more confident to take part in events and competitions.</p> <p>We held some competitions (not all due to COVID-19 pandemic) within school and promoted the values alongside this, meaning we awarded not only just the winners but the children who demonstrated the values.</p>	<p>Continue partnership with SHAPE.</p> <p>Continue to promote values within school sport and physical activity.</p> <p>Target inactive children and encourage them to join a lunch time club.</p>

<p>developed in different contexts and under competitive conditions.</p> <p>Clearer understanding of good sportsmanship and competitive environments.</p> <p>Increased participation at level 2 inter-competition.</p>			<p>Termly meetings and planning continued via zoom meetings.</p>	
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Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	95%
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	95%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	100%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	No