



## **Wychall Primary School PE and Sports Premium 2019-2020**

Overview of planned spend:

- Specialist sport coaches working in school with the PE Lead, covering a range of sports to develop staff knowledge, skills and confidence in delivering high quality P.E lessons.
- Morning and after school clubs and competitions.
- Resources to support the delivery of high-quality P.E lessons and clubs.
- Extra PE equipment to enhance lunchtime and morning break time provision.
- Inter and intra school sports competitions.
- Transport to competitions/sport activities with local schools.
- Improving the school grounds and facilities to support an engaging and wider ranging curriculum offer.

Key achievements to date: (July 2020)	Areas for further improvement and baseline evidence of need:
<p>1. Football afterschool club has been increased to two sessions per week to include all years, previously it was just 5 &amp; 6. At present it is years 3 &amp; 4 and 5 &amp; 6. From February this will change to year's 1 &amp; 2. Football tournament will be for years 5 &amp; 6 around Autumn term 2.</p> <p>2. Cross country running <b>trial</b> event at Kings Heath Boys (KHB) school was attended by 13 children over years 4, 5 &amp; 6. Cross country competition has 26 children competing an increase of over 50%.</p> <p>3. Alongside the trial run at KHB 98% of the children participating attended a morning skipping club to increase stamina performance for the upcoming run.</p> <p>4. Wychall Sport Ambassadors (WSA's) have been nominated by class teachers to take on the role of supporting PESSPA with the PE lead. All WSA's supported in the internal sports day for Wychall. Supporting with setting up the event, supporting other year groups and teaching staff with each sporting activity and taking scores.</p> <p>5. Resources have been purchased to support PA at break and lunch times for KS1/2 to support the aim of all children to be physically active for sustained periods of time. Pupils voice has been collected on the impact of this and these comments are:</p> <p>6. New playground markings have been put down alongside new climbing apparatus in KS2 grounds to support PA and SS and pupil's voice and supporting staff comments are:</p> <p>7. Staff survey completed 2019 and from this analysis Wychall has implement CPD in football and dance, next steps highlighted is Gymnastics.</p> <p>8. <u>Morning skipping club:</u>  Attended by 11 children in KS1 100% made an increase in their fitness level as they increased their weekly skips per 2 minutes.  5 children increased their skips per two minutes by over 50%  4 children increased their skips per two minutes between 27 to 49%  2 children increased 4% and 18%.</p> <p>KS2 skipping club was attended by 16 children and 100% made an increase in their weekly skips per 2 minutes.</p> <p><b>Participation 7%</b>  <u>After school Football club:</u>  Attended by 16 children in KS1</p>	<ul style="list-style-type: none"> <li>• Continued to enhance staff CPD using the staff survey/questionnaires to lead this focus.</li> <li>• PE lead and curriculum manager to support teachers within PE lessons developing CPD further.</li> <li>• Continue to develop the playground for KS1 pupils. Old climbing equipment to be taken away and new areas completed.</li> <li>• Continue to gather children's voice on PESSPA across the school.</li> <li>• Continue to support the government's plan in reducing the rate of childhood obesity by staying active.</li> </ul>

Attended by 16 children in KS2 <b>Participation 4%</b> <b>Overall participation in school sporting clubs: 11%</b>		
Meeting national curriculum requirements for swimming and water safety	Please complete all of the below: (September 2019)	
What percentage of your current year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	Year 3 cohort baseline: 2019 10%	Current year 6 cohort: Unable to provide this data due to school closure following COVID, assessment of the pupil's stamina for swimming were not complete as they were unable to swim. Organisation contacted. Closed until September 2020.
What percentage of your current year 6 cohort perform safe self-rescue in different water-based situations?	Year 3 cohort baseline: 2019 70% (beginning to)	Current year 6 cohort: No data available Covid-19
Use a range of strokes effectively for example: front, back and breaststroke.	Year 3 cohort baseline: 2019 35%	Current year 6 cohort: No data available Covid-19
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	<b>No. Year 3 access swimming for 5 terms in year 3 then a final term in summer 2 of year 6. Baseline data collected every end of term to track progress and enable next steps for support needed to meet targets in year 6.</b>	

Academic year: 2019 to 2020	<b>Total fund allocated: £18,785</b> <b>Total planned spend: £18,785</b>	Date updated: <b>December 2019</b>		
<b>Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary schools undertake at least 30 minutes of physical activity a day in school.</b>				Percentage of total allocation: 1%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	<b>Expected</b> evidence and impact: (reviewed July 2020)	<b>Expected</b> Sustainability and suggested next steps:

<p>1. Ensure children have daily opportunities to engage in physical activity.</p>	<ol style="list-style-type: none"> <li>1. Purchase resources that children can use during 'free' play that encourages physical activity at lunch and break times.</li> <li>2. WSA's and TAs support play activities at lunchtime with these PA resources.</li> <li>3. WSA's implement SG value badges through break time PA's.</li> <li>4. Introduce skipping as an activity following Skip2Bfit initiative. Zoned area incorporating a skipping rope guidance for H&amp;S.</li> </ol>	<p>£250</p>	<ol style="list-style-type: none"> <li>1. Lunch time resource boxes created for KS1 and KS2. These contained a variety of bats, balls, activities to support balance and co-ordination and co-operative games with bean bags, hoops, stilts.</li> <li>2. A rota system is in place for the WSA's to support children at both morning break and lunch times to facilitate the resource boxes, however, this only seemed to work for KS2 as no WSA's were available to support KS1 due to the times in breaks.</li> <li>3. WSA's through their mentoring on the School Games activities were able to observe children's co-operative play and break times and would met before the end of each half term and select one child per class for each year group to achieve a school Games value badge.</li> <li>4. All children in years 1 and 2 were given their own skipping ropes in order to alternate access to the KS2 playground skipping area and morning break times and lunch times. Staff feedback was positive with more room for the children to access running track, basketball or football in both playground areas and adequate space for the additional skill of skipping. Skipping ropes were labelled and kept within the child's own draw. This was to be rolled out to years 3 and 4 next and then 5 and 6, however due to Covid-19 this was unable to take place. However, to support physical activity at home through Covid-19, all remaining skipping ropes were given to years 3 to 6.</li> </ol>	<ul style="list-style-type: none"> <li>• Skipping ropes used throughout the school with each child retaining their own. This means that skipping will continue at limited extra cost each year.</li> <li>• Allocated LM to lead directed sporting activity every lunch session in 19/20.</li> <li>• WSA's trained through the KHB partnership and continue to support and guide PA on the grounds.</li> </ul>
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			Playground has been redesigned into zoned areas for different areas of skilled based PA. A <b>skipping zone</b> , an empty zone for parachute play, another empty zone for bats and balls, a zone with a large trim trail marking, new markings within a closed safety area for: football, basketball and netball, new wooden large climbing trim trail and a four lane running track.	
2. Ensure children have adequate time to be taught P.E. each week.	<ol style="list-style-type: none"> <li>All classes allocated 2 sessions of P.E. time each week.</li> <li>One of these sessions for one term will be supported by a specialist sport coach covering a planned unit of PE.</li> </ol>	<p>Nil PE lessons</p> <p>*£1,850 (yr) specialist sports coach Indicator 3 allocation</p>	<ol style="list-style-type: none"> <li>Children access a wider range of PE lessons as a result of the two lessons led by the class teacher.</li> <li>Children in years 1,3,5 and 6 have had the support of an external football coach covering a planned unit through games. Also, delivering CPD to the teaching adult within the lesson. Due to Covid-19 other year groups were unable to access this support from March 2020. Additional sport coaches that were provisional scheduled in to cover the other NC areas of dance, gymnastics, athletics and OAA did not emerge due to a changeover in the School games leadership at Kings Heath Boys School.</li> </ol>	<ul style="list-style-type: none"> <li>A continued timetable with each class to have two lessons per week.</li> <li>Opportunities to introduce a greater range of sporting activity during PE lessons implementing the use of specialist sports coaches and supporting staff CPD.</li> </ul>

<b>Key indicator 2: The profile of PE and sport being raised through school as a tool for whole school improvement.</b>				Percentage of total allocation:
				10%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	<b>Expected</b> Evidence and impact: (reviewed July 2020)	<b>Expected</b> Sustainability and suggested next steps:
1. Sport and P.E. are celebrated during events, competitions, assemblies. Pupils	1. Termly competitions and assemblies celebrating	£2,200	1. A full and varied Inter School Competition	<ul style="list-style-type: none"> <li>Partnership support from Kings Heath Boys School</li> </ul>

<p>value sport and P.E. and the contribution it makes to their education.</p>	<p>sporting effort and achievement.</p> <p>2. Medals and certificates given out to award winners.</p>		<p>programme has been accessed through the support of Kings Heath Boys Partnership who also lead and support Wychall through achieving the School Games Bronze Award. Wychall attended the trial athletics but further athletic competitions were cancelled due to poor weather (rain) and therefore health and safety of running fields was classed as inadequate. Venues were changed at short notice which impacted on our own risk assessments. Intra-school competitions took place through the support of the external football coach. Matches took place against each year group. Years 1,3,5 and 6 all competed, and medals were given out to the winning team with teachers also implemented their CPD knowledge in coaching their team and the football coach as referee.</p>	<p>throughout the year to continue to boost the profile of sport and P.E. across the school.</p> <ul style="list-style-type: none"> <li>Continued Sports Awards ceremonies to recognise and celebrate sporting achievement and effort. This will include celebration of participation in sporting events.</li> </ul>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.				Percentage of total allocation:
				36%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Expected Evidence and impact: (reviewed Jul 2020)	Expected Sustainability and suggested next steps:
<p>1. Specialist coaches work alongside teaching staff during P.E lessons to improve overall provision and outcomes for pupils. Pupils will receive high quality P.E. as a result of increased confidence, knowledge and skills of teaching staff.</p>	<p>1. Identify specialist coaches to be deployed for a range of curriculum areas.</p> <p>2. Specific CPD sessions for all staff as required and staff audit on confidence delivering curriculum.</p>	<p>£1,850 football coaching for the year. £790 CPD £2,000 additional coaches.</p> <p>£1,000 transport</p> <p>£395</p>	<p>1. Specialist coaches were provisionally planned in from Kings Heath Boys School through the School Games Lead, however this did not materialise due to a change in leadership and the coaches required on the days we had provisionally planned in could not be made available. Wychall days were unable to change due to other extra-curricular activities such as choir, bells, music club and football club.</p> <p>2. <b>Dance CPD</b> was arranged by Sue Troteman (external Dance teacher) following the 2019 PESS audit. All 15-teaching staff attended a twilight session. CPD questionnaires were completed before and after training to gather analysis on staff confidence and knowledge of dance s part of the NC: <u>Before CPD</u>: 87% scored low and 13% high. <u>After CPD</u>: 100% scored high. <b>Football CPD</b> was delivered by external football coach as part of the NC games aspect from Aston Villa Football Club to years 1,3,5 &amp; 6 (7 staff). Due to Covid-19 this was unable to continue. Staff</p>	<ul style="list-style-type: none"> <li>More teachers will have the skills, knowledge and confidence needed to teach PE lessons.</li> <li>To be reviewed to identify future CPD needs.</li> </ul>

	<p>3. Pupil voice on engagement/enjoyment in P.E. lessons.</p> <p>4. PE lessons observation impact.</p> <p>5. PE HUB to support our NQT's and new staff not confident in delivering PE.</p>		<p>completed questionnaires at the beginning and end of CPD to gather analysis on confidence and knowledge in this field of games:  <u>Before CPD:</u> 7 teachers recorded a low score in confidence and knowledge.  <u>After CPD:</u> 5 Teachers high score and 2 low score.</p> <p>3. Pupils voice was collected on Athletic involved in the cross country running at Kings Heath Boys school, views on the new playground markings and new break time equipment. Views have not been collected on PE lessons.</p> <p>4. Lesson observations on PE have not taken place.</p> <p>5. PE Hub was not purchased as Wychall in the process of designing their PE curriculum units.  PE rational, curriculum overview, Dance and gymnastic units have been created through the support of the curriculum leader to support all teaching staff.</p>	
<p>2. Improve leadership of P.E. to secure that the subject is led strategically and that staff are fully supported in the delivery of P.E. across the school.</p>	<p>1. PE lead to complete Sport Coaching qualification to further enhance PE training acquired last academic year.</p> <p>2. PE lead to cascade specialism training to the whole school teaching staff in terms of unit planning.</p>	<p>£800 sport coach training</p>	<p>1. PE Lead completed school sports coach qualification to support the teaching staff in their delivery of PESS and to also support extra-curricular activities before school, lunch time and after school.</p> <p>2. This will be a target from September 2020 in line with the new units that have been created.</p>	<ul style="list-style-type: none"> <li>Additional coaching qualification completed by PE Lead, further enhancing capacity for support and provision. Additional timetabled opportunities for PE support will be facilitated.</li> </ul>



Key indicator 4: Broader experience of a range of sports and activities				Percentage of total allocation:
				54%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Expected Evidence and impact: (reviewed July 2020)	Expected Sustainability and suggested next steps:
<p>1. Improve the school grounds and facilities to support the delivery of a rich and varied P.E. curriculum.</p>	<p>1. Work with School Council, and collect pupils voice to improve the facilities and grounds.</p> <p>2. Playground markings to support games.</p>	<p>£2,000 KS1</p> <p>£3,000 KS2</p> <p>£5,000</p>	<p>1. School council took place in January '19 to detail the views of the new adaptations to the playground, such as the trim rail track and running track.</p> <p>2. Three companies were contacted to gather costings on playground markings and to design an area that reflected that of the school councils voice. A skipping area to support our whole school initiative, various games markings within the caged area, trim trail and coloured</p>	<ul style="list-style-type: none"> <li>Once completed, the children can benefit from the improved equipment in future years.</li> <li>Increase physical activity, balance, co-ordination through a rich and varied range of facilities and activities which enhance PE and PA provision at Wychall with an aim for children to lead a healthy and active life.</li> </ul>

	3. Cricket area in KS2 grounds, plans from 2018-2019.		zoned areas and running track. 3. Plans to remove the climbing apparatus in KS1 which is not used due to H&S repair has not taken place due to Covid-19.	
2. Pupils have access to a wide range of sports as a result of improved resources.	1. Purchase resources to support the delivery of a rich and varied P.E. curriculum across the school.	£300	1. Additional PE equipment has been purchased in line with the new units for programme of study for dance and gymnastics. 2. PA equipment has been purchased for both KS2 and KS1 supporting all areas of PA however, even with the support of the WSA's children have not respectful looked after this or used equipment appropriately.	<ul style="list-style-type: none"> <li>Continue to explore additional equipment needed to broaden the range of PE lessons, clubs available and sporting competitions: dance, yoga, gymnastics.</li> </ul>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 0% allocated in above key indicators
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Expected Evidence and impact: (reviewed July 2020)	Sustainability and suggested next steps:
1. Set up a programme of intra school competitions involving all children across the school.	1. At the end of each P.E. unit, each class/year group will compete in a competition.	Nil (see above for certificates)	1. Intra-school competitions of Football, as part of games was successfully organised through the PE lead and football coach and four-year groups of two form class competitions took place. Due to the effective delivery of the football CPD and confidence coaching in the match from classroom teachers' children were excited and knowledgeable of team games rules for the competition and keen to participate.	<ul style="list-style-type: none"> <li>Continue to be aware of our 'hard to reach' children in terms of participation to PESS.</li> <li>Continue to gather pupil voice into PESSPA interests. and of their individual experience of sport competitions to inform future plans.</li> </ul>
2. Engage in inter school competitions with the local consortium and beyond.	2. Engage with KHB partnership SG's to identify competitions for children to participate in.  3. Ensure transport is available for longer distances.	Key indicator 2 allocation	2. Kings Heath Boys have a yearly list of competitions for participation in competitive sport. Planning ahead for the next academic year to ensure adequate time to compile risk assessments for staffing, children and outings.  3. Transport arranged for inter-school football competition	<ul style="list-style-type: none"> <li>This will continue to build in future years as we access more competitions.</li> <li>To make stronger links with the schools within the MAT to organise competitions.</li> </ul>

			through external football coach against four other schools within the Birmingham area off site.	
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