

SMA SPORTS PREMIUM GRANT SPENDING PLAN 2020/2021



St Mary of the Angels Sports Premium Spending Plan 2020 2021 and review from 2019-20. This year we have estimated in places and we anticipate some areas will need to be amended, based on Co Vid restrictions. We have, however aimed to be as inventive and realistic as possible

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> School made good use of additional specialist access to sports across 2019 and early 2020 (Bryan Small Multi links; Steph Donovan, Gary Anderson; “Safe Me” Y6 programme, Dan Streetly Tennis; . Pupil feedback was positive. Increased support was accessed for staff/opportunities for children to build on wellbeing via after school clubs, staff fitness class provided by SD, A Wellbeing Day in school was organised for all, touching upon the 5 main areas of wellbeing Increased access to sports for PP and Vulnerable gps as a result of differing activities was made available, tailored to their needs as well as those of others. School gained much better recognition locally in extending our participation across a wide range of sports Increased extra-curricular activities across 2019/20, particularly for those less active Sep-Mar Sporting competition continued during Co-Vid via virtual active challenges, in partnership with Streetly Academy- with good success and participation from many home learners 	<ul style="list-style-type: none"> SD to continue to deliver PE curriculum to Y1-6 across the year. Bryan to continue to deliver lunchtime provision to encourage physical activity. Gary to access vulnerable groups more, this year in Spring term Continue to monitor and encourage this after CoVid – look at statistical trends from 19/20 and compare with those in 18/19 and the forthcoming year. Continue to monitor participation in sport and attainment in P.E, particularly in light of changes to provision for PE lessons. School to develop more ways to offer co-vid secure sporting competition for children, in addition to virtual active challenges. Improve equipment and resources for playtimes as this is now forming a larger part of the weekly statutory requirement for physical activity.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	<p align="center">69%(Dec 20) 73% (July 2021)</p>

SMA SPORTS PREMIUM GRANT SPENDING PLAN 2020/2021

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	69% (Dec 20) 73% (July 2021)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	60% (Dec 20) 63% (July 2021)
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?	Yes – we sourced x 5 additional swimming lessons in the summer months to target the non 25m competent group.

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: 2020/21	Total fund allocated: £37,600 (allocated by school, including grant)	Date Updated: July 2021	
Key indicator 1: 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 Please see the green highlights for review of 2020/2021			Percentage of total allocation: <h2 align="center">31%</h2>
School focus with clarity on intended impact on pupils:	Actions to achieve:	Evidence and impact (2020/21):	Sustainability and suggested next steps:
To continue to extend breakfast/ASC club to encourage more pupils to be involved in daily activities, despite Co Vid.	<ul style="list-style-type: none"> • Leader of breakfast club physical activity – accessible to <u>all</u> pupils (e.g. wake up and shake in the morning 	Increased numbers of pupils engaging in regular physical activity. Effectively achieved across the Summer of 2021, once Wraparound provision was re established	Re engage wake up shake up in breakfast bubbles and in After School Club bubbles in January 2021
To use extended playtime in order to engage pupils in daily physical activity.	<ul style="list-style-type: none"> • Staff to lead, with support of class sport leaders, daily physical activities – accessible to <u>all</u> pupils each playtime. Staff to use playtime boxes to provide equipment and resources to engage children. 	Positive pupil voice response Sept 20 AW observed physical activity during playtimes Sept 20 Effectively achieved across the Autumn 2020 and Summer term 2021 (Lockdown permitting. Also effectively achieved for the 52% of children who did attend across the Spring term 2021. Feedback from children and staff monitoring evidenced good and better practice	
Opportunities throughout the year to engage in additional Physical activities which are fun and used to reward and encourage positive attitudes to learning, via support from Bryan Small	<ul style="list-style-type: none"> • Children will continue to associate physical activity with fun • Children will continue to engage in fun physical activities of at least 30 mins or more twice weekly on a rota basis 	We aim to link emotional resilience with self belief and self challenge, through sports activities for children, in line with our School Development Plan. This will be apparent through tracking of more vulnerable children and groups- who are engaging in physical activity as a result of the opportunities they are receiving. Effectively achieved	
Opportunities for SEN children to develop movement breaks and use physical activity as a de stress device, with support		See local awards given to school for best participation in virtual activities across Lockdown See also Parents response to Lockdown with the large	

SMA SPORTS PREMIUM GRANT SPENDING PLAN 2020/2021

<p>Purchase additional resources to support pupil engagement across lunchtimes and for PE activities (eg mats)</p>	<ul style="list-style-type: none"> Children will have access to relevant and varied resources to aid their engagement and enjoyment in physical activities 	<p>majority recognizing the place of sports in the Lockdown provision as good, personalized, encouraged and rewarded</p> <p>Increased number of less active children and PP children participating in extra-curricular clubs- once up and running again.</p> <p>Effectively achieved via good focus during class time raising the profile of the pace of sports and physical exercise despite Lockdown</p> <p>School used opportunities during the return to school from Lockdown to effectively re instate the importance of Sports- through inter house/class competitions with rewards. These were well documented on our website via class pages across the year.</p> <p>School also attended residential with opportunities for trekking, biking rock climbing etc for Y6. School also prioritized Cycling Proficiency despite Lockdown for 80% of Y6</p> <p>Evidence of success of movement breaks for those with complex needs</p> <p>Evidence re movement breaks and the more effective awareness of these was supported via Ed Psychology reports of school's good use of time and support to personalise programmes for children and excellent academic and social improvements in almost all cases for children with identified SEN needs</p> <p>Pupil response to additional physical activities, e.g. wellbeing event, was positive and children enjoyed this.</p> <p>Where new equipment has been utilized, pupil voice has been positive. School Council have requested more equipment for playtime boxes. AW to source.</p>	
<p>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</p> <p>Please see the green red and amber highlights for review of 2020/2021</p>			<p>Percentage of total allocation: 35%</p>
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>

SMA SPORTS PREMIUM GRANT SPENDING PLAN 2020/2021

<p>We intend to continue with the help of a proven, successful local athlete to support lunch time games.</p> <p>We also intend to continue with Steph Donovan delivering curriculum P.E across the year.</p> <p>We intend to liaise with external sports providers to encourage greater participation in after school activities</p> <p>We will engage with Gary Anderson to support mental health via physical activities and emotional development</p>	<ul style="list-style-type: none"> • Children will be kept physically active much more with paced training, across the 3 terms • Staff will have specialist support to encourage good development of games, gym and dance skills, appropriately supported by teachers' knowledge of the NC 2014 • Groups will be rotated across the term, to ensure an equality of specialist provision, by the Lead PE teacher • Children will have greater self belief through sessions • Children will have confidence in how to react when they feel vulnerable, through good training • Children will have a discipline to fitness training to develop and expand on for life 	<p>We believe that staff will be able to develop an increased bank of resources and ideas, to interest children, motivate them and enthuse them in sports activities. This will be as a result of specific interventions described.</p> <p>Effectively achieved allowing for Lockdown Steph Donovan (Dance) attended and taught across Lockdown at all times where she was permitted rto do so in law. Steph also taught live sessions virtually which we believe that over 60% of children engaged with. Parents commented favorably on the inclusion of these session and the videos were visited regularly in large numbers)</p> <p>Bryan Small (Football) attended and taught across Lockdown at all times when he was permitted in law to do so</p> <p>Gary Anderson's attendance was limited due to Lockdown- a circumstance beyond his jurisdiction, however school worked hard using teaching assistants to achieve the use of sports and physical activity as part of nurture and self belief, effectively.</p> <p>Evidence will be gathered through pupil responses, assessment and observations</p> <p>Evidence from Gary's "Safer Me Programme" that was delivered was unanimously successful for Y6 children. This spurred staff on with the need to embed the place of physical exercise to relieve stress and social anxiety further</p> <p>Evidence from <i>pupil voice</i> in Summer 2021 also requested further sports equipment as they enjoyed the opportunities to have structured sports /games across the longer play times. Staff also engaged in the competitive side of sports between classes effectively with excellent monitoring and expectation from the PE Lead and SLT</p>	
---	--	---	--

SMA SPORTS PREMIUM GRANT SPENDING PLAN 2020/2021

<p>We will continue to deliver an Outdoor & Adventurous curriculum to support pupils' emotional well-being and build on their resilience, confidence, collaborative skills and teamwork.</p> <p>We will improve the repertoire for staff to engage in playtime games, through training</p> <p>We intend to continue to engage in dance , gymnastics, tennis, multi-skills and football skills, via qualified external coaches delivering effectively, targeted at specific groups of children to raise self belief /esteem and sense of belonging</p> <p>We will promote and encourage collaboration and problem solving skills, via targeted activities during P.E and wellbeing time, along with a focused Problem Solving day, delivered by an outside agency.</p>	<ul style="list-style-type: none"> • Children will acquire and improve skills in these areas, which will be monitored via termly assessments. • Pupil voice will also be used to reflect on pupils' wellbeing. • Pantomime Dance Workshop (Aladdin) – Dec 20, price also linked with collaboration below • Children will be participating in a problem solving day, that combines problem solving with physical activity. • Pupils will demonstrate team work, critical thinking, resilience and collaboration. • Pupil voice will be used to evaluate effectiveness, along with evidence of skills transferred to other areas of school life. • 	<p>We intend to observe children improving and refining teamwork, communication and problem solving skills. We also observed increased listening skills. We aim to continue to promote these techniques for selected classes.</p> <p>Effectively achieved (Lockdown permitting) As described above</p> <p>We observed good opportunities, particularly for KS2(19/20) to be enthused through dance; Y4/5 to improve tennis hand eye co-ordination and shots. We intend to continue to provide such extended opportunities for these cohorts in 2020/21.</p> <p>This was not able to be achieved due to Lockdown. Time and energy was needed to allow staff to teach for half the class across Spring 2021 and then plan and deliver effective videos after hrs- including PE</p> <p>Collaboration, problem solving and resilience were highlighted as weaker areas when Games was assessed in the academic year 19/20, when compared to other aspects such as ability to attack and throw/catch etc. Therefore, this will be monitored and reviewed, following the next assessment. Pupil voice will also be used to record impact, as well as staff observing transferable skills.</p> <p>Effectively achieved. Problem solving was part of the School Development Plan for Maths also- and on return from Lockdown as part of emotional wellbeing. We have evidence at pupil/ staff level to support the use of PE to support problem solving effectively</p> <p>Problem solving Day was postponed until 2021/22- through necessity</p>	<p>Monitor and invite pupil and parent responses in the programme again in 2020/21</p> <p>Consider new equipment that may be needed, e.g. orienteering packs (ordered Oct 20).</p> <p>Timetable implications (co-vid)</p> <p>£1 contribution per pupil Y1-6 towards Problem Solving Day</p>
---	---	--	---

SMA SPORTS PREMIUM GRANT SPENDING PLAN 2020/2021

--	--	--	--

SMA SPORTS PREMIUM GRANT SPENDING PLAN 2020/2021

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:
Please see the green red and amber highlights for review of 2020/2021			15%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Evidence and impact:	Sustainability and suggested next steps:
<p>Release time and specialist provision for Staff to attend and co-ordinate a variety of sporting fixtures including tennis, gymnastics, dance, athletics, netball, tag rugby, football, multi skills . Travel costs for participation in a variety of inter school sporting competitions and events across the year</p>	<p>Secure half day cover or equivalent for sporting fixture to be organised and for coaches to attend</p>	<p>A wider group of children will have greater opportunity to participate in inter school competitions after school and during school, as a result of free available travel. Team participation will impact on self belief, esteem, camaraderie and sporting prowess; it will also impact on competitive spirit and the desire to be a team player this links in with our resilience on our School development plan. School staff will be released to organise and coach children for these events, providing good role models in how to behave, how to be competitive and how to win /lose graciously- an area we continue to target as part of our British Values and respect for others. School staff will also support children to compete to the best of their ability linking personal bests and achievement to personal success.</p> <p>This could not be achieved as written in the 2020/21 year due to Lockdown Wherever possible, staff were trained in the use of virtual videos , supported by the Local PE /Secondary sports hubs. Staff engaged effectively in these virtual opportunities. SLT supported them via prizes and external rewards for classes who engaged the most. Parents were reminded and encouraged to engage also; they did in most cases. Where there was a concern re the place of physical exercise, school were pro active, as part of safeguarding and invited identified children back into school across the Summer 2020 and again across Spring 2021- our numbers of attendees were significantly higher than local schools (at approximately 65+% Our covid rates remained low/in line with local schools</p>	<p>Vary and extend staff involved to share the load, avoid impingement on other areas of the curriculum for one member of staff</p>
<p>Provision for targeted staff to develop PE skills through quality CPD</p>	<p>Inhouse PE CPD to be arranged</p>	<p>Staff training both in theory and practical has increased staff confidence and knowledge of teaching P.E. CPD provided by sports specialists has also improved knowledge and skills of staff when teaching P.E. Continue to support staff, in line with Co-Vid guidelines, in the provision and delivery of P.E during 20/21.</p>	
<p>Introduction & demonstration videos to be used to support staff, in order to deliver Virtual Challenges</p>	<p>Staff meeting time</p> <p>Videos to be produced by AW and shared with staff.</p> <p>Update and improve IT technology to facilitate these more easily</p>	<p>Staff training both in theory and practical has increased staff confidence and knowledge of teaching P.E. CPD provided by sports specialists has also improved knowledge and skills of staff when teaching P.E. Continue to support staff, in line with Co-Vid guidelines, in the provision and delivery of P.E during 20/21.</p> <p>Please see above</p>	

SMA SPORTS PREMIUM GRANT SPENDING PLAN 2020/2021

		To date videos have been useful and pupil voice positive (pupils can also use videos to help them take part and complete activities correctly.) Continue to use demonstration/introduction videos.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils			Percentage of total allocation:
Please see the green red and amber highlights for review of 2020/2021			7%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Evidence and impact:	Sustainability and suggested next steps:
We intend to: Increase opportunities for pupils' participation from Y1-Y6 in School sport, via outside providers for field sports, self-awareness training, dance and gymnastics	<ul style="list-style-type: none"> Children will be given the opportunity to experience a range of differing sports from multi skills to tennis, dance, gymnastics etc Children will be encouraged to participate for enjoyment, self-improvement and fitness, moving away from the over emphasis on competitive sports. Fun Festivals within cluster group will help to facilitate this (non-competitive sporting events). 	<p>Last year(19.20) 80% of children in KS2 and 85% of children in KS1 took part in the extra curricular activities including 50% PP and SEN. We aim to consolidate and increase these numbers where possible in 2020 21 (where possible – covid permitting)</p> <p>This could not be achieved due to Lockdown, however school worked dynamically to ensure that the highest % possible of children attending and engaging in structure PE activity as was achievable was maintained. It also ensured throughout Autumn 2020 and Summer 2021 that PE and physical exercise were high priority with additional staffing to accommodate smaller groups and children being kept in their bubbles was facilitated, as needed</p>	Rethink provision and/or types of sports on offer
Key indicator 5: Increased participation in competitive sport – SMA School participate in much competitive sport. It has been an area of concern in the past, as parents and children are sometimes over competitive at the exclusion of some. We, therefore, have not allocated specific funding to this Key indicator in 2019/20			Percentage of total allocation:
A nominal holding fund to allow for kit renewal, t shirts, communication etc continues to be £900			2%
Face-to-face sporting competition (against other schools) has yet to resume. Virtual challenges to continue in order to encourage sporting competition in the meantime.			
This year, to increase incentive, this will include purchase of: medals/certificates/badges for pupils' sporting achievements outside of school			
Other Indicator identified by school: Additional Swimming			Percentage of total allocation:
			1%

SMA SPORTS PREMIUM GRANT SPENDING PLAN 2020/2021

School focus with clarity on intended impact on pupils:	Actions to achieve:	Evidence and impact:	Sustainability and suggested next steps:
<p>To ensure all Y4 swimmers increase their attainment by 5+ metres thus increasing their confidence in water. –</p> <p>More Y6 pupils , through additional swimming in the summer ,can perform safe self rescue over a varied distance so they are confident and safe in water.</p> <p>The success of this year will, across 2020 2021 be dependent upon CoVid restrictions to access to pools</p>	<ul style="list-style-type: none"> • Renegotiate additional pool space over a term or plan for a suspended time table for a 5 day swimming focus in the summer term 20. • To secure additional travel arrangements to facilitate this • To employ a fully qualified coach to facilitate swimming expectations 	<p>In 2018 19 we found that , by the end of the Summer 2019: 63% Y4 swimmers could swim 25m using differing strokes 7 children made at least 5m improvement 77% Y5 swimmers could now swim 25m or more (from 53% in 2016/17)</p> <p>83% Y6 pupils can, by the year end, swim 25m using differing strokes and show water safety.</p> <p>Despite Lockdown, we prioritized a return to swimming lessons for our Y4 and then our underachieving swimmers. This required additional staffing and additional provision to allow for social distancing, in order to ensure that our parents and children felt safe to attend. We were proud that the lesson went ahead.</p> <p>By the end of Summer 2021, we could evidence that approximately 73% of our Y6 children could swim 25m or more (from 63% in 2019)</p> <p>By the end of Summer 2021 we could evidence that approximately 78% of our Y4 could swim 25m or more.</p>	<p>Governors to consider how to maintain this if the Sports grant ceases?</p>