



JESSOP PRIMARY SCHOOL & CHILDREN'S CENTRE

PE & SPORTS PREMIUM

2019/2020

Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](https://www.gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment.

We recommend regularly updating the table and publishing it on your website as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. To see an example of how to complete the table please click [HERE](#).

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.

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| Key achievements to date: | Areas for further improvement and baseline evidence of need: |
| <ul style="list-style-type: none"> • P.E Professional Development offered to staff members. • Access to curriculum planning and assessment documents to assist with the effective delivery of P.E. • Children have access to a wide range of sports clubs through our package with Moving Matters. • The profile of P.E in Jessop is very high – this is due to a range of events that took place last year (Sports Day at Crystal Park Palace Stadium, Commando Obstacle Course, Dance embedded into core curriculum areas such English). | <ul style="list-style-type: none"> • Improve the access of competitive sports for girls. • Develop further extra-curricular opportunities for all pupils. |

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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? | 100% |
| 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? | approximately 50% |
| 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? | No data held |
| 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? | No |

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| Academic Year: 2019/20 | Total fund allocated: 10,000 | Date Updated: Jan 2019 | | |
| 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 | | | | Percentage of total allocation: N/A |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <p>Teachers deliver weekly hour long P.E lessons. CT are given professional development by specialist from Moving Matters so they are able to deliver P.E lessons where <u>all</u> children are actively engaged in physical activity.</p> <p>Whole school Swimming Dance Dance G and T</p> <p>Children have access to a wide range of sports equipment and games in the playground at lunchtime and break time. Support staff to ensure that they are able to best support children in engaging in physical activity.</p> | <p>SL to create and share P.E timetable.</p> <p>Head of inclusion to meet with playground lead to train staff on use of apparatus during staff inset day.</p> <p>SL to liaise with playground lead and carry out annual audit of Sports apparatus</p> | <p>£2050</p> | <p>See lesson observations/Timetable.</p> <p>Pupils experience the breadth of the curriculum All pupils receive opportunity for terms worth of swimming Dance recognised as PE. Curriculum offers alternative to competitive sport</p> <p>Children have access to a wide range of sports and games on the playground so they are able to engage in physical activity during lunch and break time.</p> | Continue with this Professional Development package next year. |
| 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: N/A |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |

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| <p>Focus on raising the profile of P.E by holding Sports Day at alternative setting.</p> <p>Focusing on raising the profile of Sport by ensuring parental engagement and participation at whole school sporting events.</p> <p>Football club Kst2 ASC with Girls' sports focus groups. Afternoon Girl's Hockey to raise levels of participation and also build confidence amongst female athletes.</p> <p>P.E Professional Development with Moving Matters specialists. Class teachers are given professional development enabling all teachers to deliver good or outstanding lessons.</p> | <p>Subject and sports leaders.</p> <p>Parental events to be included in Sports day. Physicals activity element to Dad's /Mum's afternoon annual events.</p> <p>SL to work alongside Moving Matters specialist to model good practice, observe and provide feedback on teaching (verbal & written), team teach, assess, plan and prepare.</p> | <p>£200</p> | <p>Pupils are able to experience competitive a range of sports using professional facilities.</p> <p>Family participation in physical activities.</p> <p>Girls partake in competitive sport in exclusive sessions to build confidence.</p> <p>See SL P.E folder.</p> | <p>Next step: Continue with these events in the next year.</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: |
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| | | | | N/A |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <p>Access to curriculum plans created by P.E specialists Moving Matters. Teachers are able to access plan and adapt them to suit the needs of children. The plans range from EYFS all the way through to Year 6.</p> <p>P.E professional development offered to all new staff members and any teachers who have been identified as struggling with the delivery of P.E lessons. Teachers receive weekly professional development from a specialist from Moving Matters. Teachers receive weekly feedback and targets.</p> <p>P.E Assessment – All teachers have access to P.E assessment which is also found on the Moving Matters Website. Teachers use this information to assess their children in the different areas of P.E and sport.</p> <p>P.E inset delivered by PE leads and consultants. Teachers are exposed to outstanding P.E teaching.</p> | <p>Distribute passwords so planning can be easily accessed (email)</p> <p>Induct new staff members by showing them how to access and use planning.</p> <p>SL to audit staff members' proficiency to teach P.E lessons through informal weekly drop ins and annual questionnaire.</p> <p>SL to work alongside Moving Matters specialist.</p> <p>SL to save P.E assessment documents in P.E shared drive.</p> | <p>£2500</p> | <p>Teachers access the plans on the Moving Matters website every half term and use these to plan their P.E lessons for the next term. P.E planning is stored on the shared drive.</p> <p>Termly observations show plans are being edited and used in weekly lessons.</p> <p>Moving Matters end of term report (see SL P.E folder)</p> <p>Lesson observations.</p> <p>Teachers develop subject knowledge, confidence and an awareness of outstanding practice.</p> <p>See shared drive.</p> | <p>Next step: continue with this Professional Development package next year.</p> |

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| | .SL to conduct audit of staff to identify areas of strength and areas for development. | | All sessions are tailored to the needs of the school and teaching staff. Staff feel more able to deliver outstanding lessons. See inset pictures (shared drive) | |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: N/A |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <p>Access to Moving Matters sports competitions. Children have access to a range of competitive opportunities.</p> <p>G and T lunchtime clubs are established for a range of alternative sporting opportunities.</p> <p>Moving Matters curriculum. Teachers teach a broad variety of sports which enable children to experience a range of different sports as they move through school.</p> <p>Children have access to a wide range of after school sports clubs. These</p> | <p>SL to register school with a range of local competitive sports opportunities.</p> <p>SL to create P.E overview for the year, ensuring that a range of activities are represented.</p> <p>Inclusion lead ensures that a range</p> | £4500 | <p>School engages in external competitive opportunities for</p> <p>See register (SL folder) More able gymnasts are stretched and challenged by gymnastic specialist.</p> <p>See P.E overview. Children are exposed to a wide range of sports in their P.E lessons.</p> <p>Children have access to a wide range of sports. See after school</p> | Next step: continue with this Professional Development package next year. |

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| include: ballet, yoga, football, hockey, dodge ball, and many more. | of sporting activities are represented on the ASC calendar. | | club register. | |
| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: N/A |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <p>Access to Moving Matters sports competitions. Children have access to a range of sports and activities.</p> <p>Gifted and Talented (G and T) groups are established for specific curriculum areas.</p> | <p>SL to register school teams for a range of competitive activity over the course of the year.</p> <p>SL to organise competitive sports opportunities with partnership school participants.</p> | £500 | <p>Children have access to a range of competitive sports. See images (shared drive)</p> <p><u>All</u> children participated in competitive athletics events.</p> <p>Collaborative competitive opportunities with children from the partnership have taken place.</p> | Next step: continue with this Professional Development package next year. |