

PE and School Sport Premium 2019/2020

School Name The Duston School – Primary Phase

Head Teacher Sam Strickland

PE Coordinator Paul Wood and Lauren Deere

PE and School Sport Premium – The Purpose

The premium must be used to fund additional and sustainable improvements to the provision of PE and sport, for the benefit of primary-aged pupils, in the 2019 to 2020 academic year, to encourage the development of healthy, active lifestyles.

Vision - Government

All pupils leaving primary school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport.

Vision – School

Our children will be encouraged to be inquisitive, resourceful and imaginative which will lead them to success and achievement. As a school our values are Resilience, Respect and Aspiration and we endeavour to instil these values through every subject, including P.E.

Objectives

Schools must use the funding to make **additional and sustainable** improvements to the quality of physical education (PE), physical activity and sport they offer.

This means The Duston School will use the premium to:

- i) Develop or add to the PE, physical activity and sport activities that our school already offers.
- ii) Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future year.
- iii) To achieve self-sustaining improvement in the quality of PE and sport at The Duston School.

Key outcome indicators; updated for 2019/2020

Schools can use the funding to secure improvements in the following indicators;

1. The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school.
2. The profile of PE and sport is raised across the school as a tool for whole-school improvement.
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport.
4. Broader experience of a range of sports and activities offered to all pupils.
5. Increased participation in competitive sport.

Review of PE and School Sport Premium expenditure 2019/2020

| Key priorities to date | Key achievements / What worked well <i>What evidence is there of impact on your objectives</i> | Key Learning / What will change next year (2020/2021) <i>Does this impact reflect value for money in terms of the budget allocated</i> |
|--|---|---|
| <p>1. The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school</p> | <p><i>Two hours of curriculum P.E has been taught throughout the year. A variety of focus sports have been taught providing a wide range of skills and experiences.</i></p> <p><i>Young leaders from the secondary phase have helped increase the activity levels of pupils across the school as well as up levelling the student work force through supporting in P.E lessons as well as sports days, events and cluster tournaments.</i></p> <p><i>Sports coaches were employed who worked with children across the lunchtime period organising a variety of age related sports.</i></p> <p><i>A variety of before & after school sports clubs run in school.</i></p> | <p>We will continue to provide 2 hours of P.E across the school.</p> <p>We will, when allowed by the government, continue to engage children from across the school in extra-curricular clubs, providing them with an opportunity to try different sports in a safe and competitive environment.</p> <p>Resources to be separated into year group pods to follow government guidelines so curriculum P.E lessons can be delivered with as little disruption to the normal P.E curriculum as possible.</p> |

| | | |
|--|---|---|
| <p>2. The profile of PE and sport is raised across the school as a tool for whole-school improvement</p> | <p><i>The school WOW achievement notice board really celebrated sport and sporting achievements by individuals as well as teams, showcasing certificates, team photos and highlighting possible events the students may be interested in.</i></p> <p><i>Each member of staff needed to ensure they increased physical activity daily for every child in their class, we have achieved this in a variety of ways. We completed a 30 day Dance-a-thon in the Autumn term and use Go Noodle, Cosmic Yoga and Just Dance in classrooms across the school to increase physical activity throughout the school day.</i></p> | <p>Next academic year we will have a designated P.E notice board and we are looking at introducing "Player Profiles" to this. This will be a dedicated section showing key people from each term's sports focus, celebrating their sporting achievements and learning about how that sports personality dedicated their lives, gave commitment, true determination, and all needed the values we encourage in school of respect, resilience and aspiration whilst also celebrating race, diversity and disability through this too.</p> <p>In the next academic year, we will continue to promote cross curricular links within P.E lessons where possible. For example, Year 1 could linking warm ups to their Enchanted Woodland Curriculum Flow, moving as different animals that live in woodland.</p> <p>We will continue to use Go Noodle, Cosmic Yoga and Just Dance in the classrooms between lessons to increase physical activity throughout the day across the school, as well as other challenges throughout the year such as the Daily Mile challenge.</p> |
| <p>3. Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> | <p><i>A variety of CPD opportunities available to all members of staff for the teaching of the cluster tournament events. This enabled the staff to increase their confidence in each of these sports and learn from other members of staff on how to introduce different skills, tactics and share ideas for lesson plans too.</i></p> <p><i>All year groups worked with sports coaches to improve confidence, knowledge and skills in teaching PE and to increase general physical activity across the curriculum.</i></p> | <p>Over the lockdown period progression of skills documents for each sport and assessment spreadsheets for each year group and each sport have been developed. Key vocabulary for each year group and sport have also been developed. For the assessment we have focused on provision for assessing those children working towards, working at and those exceeding national expectations for head, heart and hands.</p> |
| <p>4. Broader experience of a range of sports and activities offered to all pupils</p> | <p><i>As a member of the Duston Cluster Sports programme our children have experienced a wide variety of sports and sporting opportunities throughout the year. We have also worked with local sporting establishments, such as The Duston Tennis Club, who worked with EYFS and Year 1 for weekly sessions before the lockdown began.</i></p> | <p>The aim next academic year is to provide an even wider variety of activities for all children to be able to access. To ensure that children get a varied experience of a range of events to improve their overall skill set and learn key skills and experiences outside the traditional school sports such as orienteering.</p> |

| | | |
|--|---|--|
| | <p><i>A range of before and after school clubs were offered to all pupils across the school to provide more opportunities for pupils to be active.</i></p> <p><i>We work with a local school "St Luke's CEVA Primary School" to compete in varsity style tournaments, providing opportunities for more children to take part in a variety of sports.</i></p> | <p>Ensure that the sports that are available provide a diverse experience for the children and staff alike, again offering a change from the normal curriculum and building on the cultural capital of the school.</p> <p>To develop stronger links with the local community in order to engage more participants to local clubs and remain active out of school time such as the Duston Tennis Club and the Northamptonshire Softball Club.</p> |
| <p>5. Increased participation in competitive sport</p> | <p><i>The vast majority of students in KS2 have had an opportunity to represent the school in at least one competition as part of the Duston Cluster programme. Unfortunately, due to COVID-19 we were unable to provide opportunities for all pupils this year, although this would normally be the case. Although the sporting calendar has been disrupted, children have been involved in competitive sport throughout the year.</i></p> | <p>Continue to provide opportunities in the next academic for both intra and inter school competition, especially since competitive sport with other schools will be postponed until at least the Spring term.</p> <p>Link with St Luke's CEVA Primary School for varsity-style games and events. Providing the opportunity for more pupils to take part and access competitive sport as well as broaden their social circles.</p> |

Meeting national curriculum requirements for SWIMMING and WATER SAFETY

You can use your funding for...

- ✓ Professional development and training that are available to schools to train staff to support high quality swimming and water safety lessons for their pupils.
- ✓ Additional top-up swimming lessons to pupils who have not been able to meet the national curriculum requirements for swimming and water safety after the delivery of core swimming and water safety lessons. At the end of key stage 2 all pupils are expected to be able to swim confidently and know how to be safe in and around water.

You should not use your funding to...

- ✗ Employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements – these should come out of your core staffing budget.
- ✗ Teach the minimum requirements of the national curriculum – with the exception of top-up swimming lessons after pupils' completion of core lessons (or, in the case of academies and free schools, to teach your existing PE curriculum).
- ✗ Fund capital expenditure.

Schools are required to publish information on the percentage of their pupils in year 6 who met each of the 3 swimming and water safety national curriculum requirements *As we had no Year 6 students for the 2019/2020 academic year there is no current data for this. We will be using the premium money to provide top-up swimming lessons for the Year 6 students in 2020/21, provided the government guidelines allow for this, in the next academic year.*

| Outcome | % of pupils achieving outcome |
|--|---|
| | 2019/2020 |
| Swim competently, confidently and proficiently over a distance of at least 25 metres | N/A |
| Use a range of strokes effectively; front crawl, backstroke and breaststroke | N/A |
| Perform safe self-rescue in different water-based situations | N/A |
| The premium may also be used to provide additional top-up swimming lessons to pupils who have not been able to meet the national curriculum requirements for swimming and water safety after the delivery of core swimming and water safety lessons. At the end of key stage 2 all pupils are expected to be able to swim confidently and know how to be safe in and around water. | This will become a priority for 2020/2021 |

PE and School Sport Development Plan

| 2019/2020 Total funding allocated | <i>£16,000 + £10 per pupil (Year 1 – Year 5)</i> | | |
|--|--|---|--|
| Key outcome indicator 1: The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school | Planned Expenditure: % of total allocation: | <i>£7600</i> <i>£3300</i> | <i>Lunch time sport club available to all pupils.</i> <i>Sports clubs during lockdown period promoting mental/physical wellbeing</i> |
| Key outcome indicator 2: The profile of PE and sport is raised across the school as a tool for whole-school improvement | Planned Expenditure: % of total allocation: | <i>£330</i> | <i>Online access for all teaching staff to Merton PE scheme and curriculum resources.</i> |
| Key outcome indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | Planned Expenditure: % of total allocation: | <i>£7600</i> <i>SLA £200</i> | <i>CPD by qualifies sports coaches for staff across the P.E curriculum.</i> <i>Cluster sports CPD available to all staff.</i> |
| Key outcome indicator 4: Broader experience of a range of sports and activities offered to all pupils | Planned Expenditure: % of total allocation: | <i>SLA £200 (as above)</i> <i>Lunch time club £7600 (as above)</i> | <i>Activities organised (these followed on from staff CPD sessions)</i> <ul style="list-style-type: none"> • <i>Basketball</i> • <i>Tag Rugby</i> • <i>Sportshall athletics</i> <i>100% of children took part in some form of outdoor activity provided by lunch time clubs.</i> |
| Key outcome indicator 5: Increased participation in competitive sport | Planned Expenditure: % of total allocation: | <i>SLA £200 as above</i> | <i>Cluster partnership and Northamptonshire Sports School Partnership.</i> |

Key outcome indicator 1: The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school

| School Focus and intended impact | Actions to achieve Outcome | Evidence <i>What can you use to evidence the impact?</i> | Actual Impact <i>Baseline measure: 2018/2019 Tracking progress: actual delivery 2019/2020</i> | Sustainability / Next Steps <i>How will this be maintained in future years?</i> |
|--|---|---|---|---|
| <p>Have tailored opportunities that attract less active young people to participate in physical activity</p> | <p>Provide more opportunities for all pupils to access sport.</p> <ul style="list-style-type: none"> - Before school sports clubs provided by Freestyle and Hotshots. - After school clubs provided by Freestyle and teaching staff. - Link with local school to compete in a wider variety of competitions and sports. - Continue to take part in The Duston Cluster sports programmes providing many opportunities for children in KS2 to represent our school. - Link with local school "Quinton House" to take part in cross country tournaments. - Lunch time activities with different equipment each day including Octoplay, Music, Skipping and Hula-Hooping - Lunch time sports coach to encourage children to join in. | <p>Track pupil participation/ attendance</p> <p>Morning and after school club observations</p> <p>Pupil evaluation</p> <p>Class surveys about break and lunch time equipment.</p> <p>Dependant on the year group age, between 70% - 100% of children took part in activities. 100% of children took part in some form of outdoor activity provided.</p> | <p>2019/2020 Tracking:</p> <p>Introduction of more sports clubs which were available across the year groups, including:</p> <ul style="list-style-type: none"> - Basketball - Dodgeball - Football - Dance - Gymnastics <p>After school sports clubs ran by teaching staff, including:</p> <ul style="list-style-type: none"> - Running club - Football club - Multi-skills club - Cricket club <p>Children in KS2 were able to compete in the Duston Cluster tournaments, which included:</p> <ul style="list-style-type: none"> - Basketball - Tag Rugby - Sports hall Athletics <p>After class surveys, used sports premium money to buy equipment for children to complete different activities when at break and lunch times, including:</p> <ul style="list-style-type: none"> - Boombox - Hula-Hoops - Skipping ropes - Mini-basketball hoops | <p>Monitoring of children from previous club attendance will continue. Plans to start club earlier in the term to promote active living sooner, if government guidelines allow.</p> |

| | | | | |
|---|---|---|--|--|
| | | | <ul style="list-style-type: none"> - Footballs - Cones <p>Sports coaches provide daily lunchtime club to encourage children to join in and lead activities.</p> | |
| Review the physical activity intensity levels of core curriculum lessons | <p>Improve activity levels across the curriculum.</p> <ul style="list-style-type: none"> - Each class teacher to create a Go Noodle account. - Games activities from Jigsaw PSHE scheme - Use of BBC Super Movers in the classroom when possible - Every class to take part in the Dance-a-thon - Access to Nike Move Crew | | <p>2019/2020 Tracking: Teachers and staff have access to multiple online resources which can increase physical activity across the curriculum.</p> <ul style="list-style-type: none"> - Each class teacher has a Go Noodle account and access to the Jigsaw PSHE games and use of BBC Super Movers. - Every class has taken part in a 30 day Dance-a-thon to increase physical activity across the school day. - Access to Nike Move Crew for daily active challenges. | Continue to use and promote resources to increase activity during curriculum. Pandemic experience has promoted alternative teaching resources. |
| Ensure all pupils receive consistently high-quality curriculum PE lessons which allows each pupil to develop a good physical literacy | <p>Ensure all pupils have 2 hours of timetabled PE per week</p> <ul style="list-style-type: none"> - Ensure PE lessons are well structured and are progressive in their delivery - Ensure PE lessons are differentiated to enable all pupils to reach their potential - Ensure all KS2 pupils have the opportunity to 'Learn to | <p>Track pupils progress in PE</p> <p>Monitor and evaluate pupil's enjoyment and interest in PE lessons through pupil questioning</p> | <p>2019/2020 Tracking: Staff have improved their confidence for teaching P.E through:</p> <ul style="list-style-type: none"> - CPD with professional sports coaches across the curriculum. - CPD with secondary sports specialists across the curriculum. <p>Upper KS2 children have had opportunities to lead through P.E lessons by:</p> | Two hours of P.E will continue to be taught and P.E lessons will focus on personal challenge. Upper KS2 lessons will focus on providing children with leadership skills. |

| | | | | |
|--|--|---|---|--|
| | <p>Lead' on a regular basis within their PE lessons</p> <ul style="list-style-type: none"> - Staff to have CPD from qualified sports coaches and secondary staff to develop own confidence, knowledge and skills of tactics and games taught. | <p>Classroom observation of gross and fine motor skills</p> <p>Staff survey on CPD and confidence in teaching P.E</p> | <ul style="list-style-type: none"> - Leading warm ups and cool downs during lessons - Working in small groups and offering constructive criticism to one another to improve their practice. | |
|--|--|---|---|--|

| Key outcome indicator 2: The profile of PE and sport is raised across the school as a tool for whole-school improvement | | | | |
|---|---|--|---|---|
| School Focus and intended impact | Actions to achieve Outcome | Evidence <i>What can you use to evidence the impact?</i> | Actual Impact <i>Baseline measure: 2017/2018</i> <i>Tracking progress: actual delivery 2018/2019</i> | Sustainability / Next Steps <i>How will this be maintained in future years?</i> |
| Extend opportunities for pupils to learn, develop and embed key skills and qualities through enhanced opportunities of competitive sport. | <p>Provide more opportunities for all pupils to access sport.</p> <ul style="list-style-type: none"> - Before school Basketball club which hosts Hotshots tournaments to provide competitive basketball opportunities for children. - Link with local school to compete in a wider variety of competitions and sports. - Continue to take part in The Duston Cluster sports programmes providing | <p>Session Observations</p> <p>Reports</p> <p>Attendance registers of sports clubs (before and after school, as well as teacher led clubs)</p> | <p>2019/2020 Tracking:</p> <p>Most KS2 children have had the opportunity to take part in competitive sport – with a vision that all children in KS2 would have competed if not for forced school closure.</p> <p>Children who had not competed in Duston Cluster tournaments had the opportunity to compete in varsity style tournaments with local cluster school.</p> <p>Children competed in cross country tournaments at Quinton</p> | <p>Young Leader programme will be taught alongside “Learn to Lead” focus in curriculum lessons. Children in year 5 will be asked to run extra activities during the school day. There will be a “Sports Leader Buddy” system in place, where the new Year 5 leaders will be mentored by Year 6 students who completed the course last year, and this will happen when safe to do.</p> |

| | | | | |
|--|---|--|---|---|
| | <p>many opportunities for children in KS2 to represent our school.</p> <ul style="list-style-type: none"> - Links with local sports clubs, such as the Duston Tennis Club, to provide external opportunities in sports too. - Link with Quinton House for sports tournaments. | | <p>House which the children enjoyed and continue to ask if more events like this are planned.</p> | |
| <p>Share and celebrate the achievements of pupils and teams in PE and School Sport</p> | <ul style="list-style-type: none"> - Use a school noticeboard and/or school digital system to share pupils and teams' successes. - Use WOW boards to showcase sporting achievements and team photographs. | <p>Weekly year group emails which include weekly updates on P.E and what has been covered for each class.</p> <p>Team photos on WOW board.</p> | <p>2019/2020 Tracking: Weekly emails sent with updates on P.E across the year groups updating parents and sharing individual and team successes. WOW board updated regularly with sporting news and team photos.</p> | <p>Implement the use of a separate School Sports notice board and school emails to parents. Introduction of "Player Profiles" to the sports notice board showing key people from each term's sports focus. Profiles will be a mixture of local, national and international athletes to celebrate diversity.</p> |

| Key outcome indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | |
|--|---|---|---|--|
| School Focus and intended impact | Actions to achieve Outcome | Evidence <i>What can you use to evidence the impact?</i> | Actual Impact <i>Baseline measure: 2017/2018</i> <i>Tracking progress: actual delivery 2018/2019</i> | Sustainability / Next Steps <i>How will this be maintained in future years?</i> |
| <p>Promote high quality teaching and learning from all staff</p> | <p>Staff to have CPD from qualified sports coaches and secondary staff to develop own confidence in the skills, tactics and games taught across the curriculum.</p> | <p>Teaching walks</p> <p>Lesson Observations</p> <p>Staff Surveys</p> <p>Pupils evaluations</p> | <p>2019/2020 Tracking: Teachers and staff feel more confident having observed and taken part in CPD from qualified sports coaches and secondary staff.</p> | <p>Staff will share expertise and pass on knowledge. CPD will be booked to continue personal development in individualised and targeted areas.</p> |

Key outcome indicator 4: Broader experience of a range of sports and activities offered to all pupils

| School Focus and intended impact | Actions to achieve Outcome | Evidence <i>What can you use to evidence the impact?</i> | Actual Impact <i>Baseline measure: 2018/2019 Tracking progress: actual delivery 2019/2020</i> | Sustainability / Next Steps <i>How will this be maintained in future years?</i> |
|---|---|--|---|--|
| Offer a diverse extra-curricular School Sport programme | <p>Evaluate the cost of extra-curricular clubs from external sources.</p> <p>Staff survey for after school sports clubs.</p> <p>Pupil survey on what clubs they would like to take part in.</p> | <p>Attendance registers</p> <p>Pupil surveys</p> | <p>2019/2020 Tracking: Before and after school clubs from external sources, including:</p> <ul style="list-style-type: none"> - Dance - Gymnastics - Football - Basketball - Dodgeball <p>Teacher led after school sports clubs including:</p> <ul style="list-style-type: none"> - Running club - Football club - Multi-skills games club | <p>Continue to work with external partners and aim to make new links with local providers, providing more opportunities for children across the school.</p> |
| Develop meaningful links to local sports clubs to develop a pathway for pupils to pursue their interest beyond the school day | <p>Explore what local sports club are located near to school</p> <p>Consider links to clubs where the sport/activity is already popular within school</p> <p>Understand parental involvement in local clubs</p> | <p>School to Club Link Agreements</p> <p>Attendance registers</p> <p>Photos</p> <p>Pupil survey about possible clubs</p> | <p>2019/2020 Tracking: Links with external clubs including:</p> <ul style="list-style-type: none"> - Freestyle - Hotshots <p>Links to local clubs/schools:</p> <ul style="list-style-type: none"> - Quinton House - St Luke's CEVA Primary School - Duston Tennis Club | <p>Our aim is to continue using these already established partnerships as well as bring in new local providers which in turn offer new pathways for pupils in a variety of sports.</p> |

| Key outcome indicator 5: Increased participation in competitive sport | | | | |
|---|---|--|---|--|
| School Focus and intended impact | Actions to achieve Outcome | Evidence <i>What can you use to evidence the impact?</i> | Actual Impact <i>Baseline measure: 2018/2019</i> <i>Tracking progress: actual delivery 2019/2020</i> | Sustainability / Next Steps <i>How will this be maintained in future years?</i> |
| Extend opportunities for pupils to represent their school, whilst exploring new sports and activities in a safe and friendly festival environment | Access Multisport Festivals planned and delivered by Cluster host school - Select pupils who are likely not to represent the school in any other sporting capacity - Select pupils who need the opportunity to have a positive experience of school sport | Pupil evaluation Staff Observations Pupil reports Photos | 2019/2020 Tracking: Pupils in KS2 had the opportunity to take part in the Duston cluster Sports hall Athletics festival, allowing children to access sports they may not have experienced before, such as: <ul style="list-style-type: none"> - Javelin - Long jump - Triple jump - Relay | We will continue to attend events that offer new opportunities for all levels of ability throughout the school. |

Accountability

It is a statutory requirement of Ofsted, under their Common Inspection Framework, to ensure that information on the use of the Primary PE and Sport Premium is available on your school website. One of the key purposes of putting information on the school website is to keep parents informed, so this information should be written in a format that is clear and easily accessible.

| | | | |
|----------------------|---------|--------------|-----------|
| Completed by: | L Deere | Date: | July 2020 |
|----------------------|---------|--------------|-----------|