

**The School received approximately £18000 in additional PE funding for the academic year 2019 - 2020**

**The money will be used to:**

- Develop or add to the PE and sport activities that our 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.

**The use of the funding will be planned for and evaluated against these 5 areas:**

- 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.**

Focus	Action	Cost	Planned impact	Measure	Evaluation and Outcomes	Next Steps
3	Planning and Assessment tool	£1000	<p>Implementation of planning and assessment tool. Marc to give LR initial training (02/10/18)</p> <p>Provide planning sessions for new staff ( LH,LH, DF, LD, TE)</p> <p>Assess IPEP and ask for staff termly assessment to see what impact the planned sessions are having.</p>	<p>Feedback from teachers.</p> <p>An accurate assessment of children's ability when monitoring.</p> <p>Lessons to meet the needs of all pupils due to more detailed assessment information recorded.</p> <p>Higher % of children achieving a good level of development in sport.</p>	<p>Questionnaire shows 6 out the of 9 staff (67%) feel that IPEP has helped improve their PE knowledge in specific areas.</p> <p>3 out of 9 staff (33%) scores/rating were still high as they were confident teaching PE so their questionnaire scores did not change. These staff already have a sporting background / qualification so this has helped with their confidence teaching it.</p> <p>5 new members of staff stated that they were not overly confident with PE planning. After receiving training and using the IPEP tool, they all stated that this had supported them and that they all felt more confident to teach PE using IPEP planning. Confidence rating went up by 40%.</p> <p>Teachers have been trained to assess more effectively. When monitoring, I found that assessment is now more consistent across staff. (Staff meeting in Aut 1)</p> <p>I found that the IPEP Assessment tool did not allow</p>	<p>Use assessments and teacher knowledge to identify gifted and talented children.</p> <p>Put IPEP onto DCPro to support assessment.</p> <p>Support staff with assessment on DCPro.</p>

					me to analyse statistics of groups of children. Assessment has now been put on to our DCPro system.	
1,2,3,4,5.	Sports equipment	£800	<p>Completed audit of the PE cupboard and noted what new sport equipment is needed. New sports equipment needed to improve the quality of sports equipment for teaching and competitive sports. Must ensure that it is not being used for playtime at lunchtime.</p> <p>Staff voiced what equipment they noticed would help improve PE sessions and this was noted and taken into consideration with the PE order.</p>	Feedback from staff and coaches.	<p>PE equipment has not been used at lunchtime. Lunchtime resources are maintained separately. Activities are organised and set up by lunchtime staff who are supported by Karen Jones.</p> <p>Having invested in more athletics equipment has made sessions more effective for KS2 as they can train and teach the children correctly and prepare for competitive sport.</p>	<p>Gymnastics equipment is going to be looked into for a potential target for gifted and talented into school. Coach we pick can support what is needed.</p> <p>This would have been supported at the LEAD athletics event and local athletics event for Year 3-6 that we had entered. Due to Covid 19 this was unable to go ahead.</p>
1,4,5	After school clubs	£8000	<p>Sports coaches to be employed to run after school clubs and teachers to focus on clubs for other areas of the curriculum for example drama, and Art etc.</p> <p>More clubs being introduced and included to increase children's capital culture such as cooking club, Newsletter clubs etc.</p> <p>Clubs that are more non-</p>	Feedback from children and parents.	<p>Due to Covid-19, questionnaires were not completed. This has been planned more effectively for next year.</p> <p>Clubs that have run include; Art, Boccia, Chess, Netball, Tag Rugby, Football, Board Games, Drama, Dance, Arts and Craft, and cooking.</p> <p>The impact so far for</p>	<p>An evaluation tool has been set up on the school website to enable parents to feedback. An online questionnaire tool has been created, and parents will be encouraged to fill this out at the end of each term so that we can gather feedback and continue to improve our delivery and range of extra-curricular clubs.</p> <p>Extra-Curricular website has been updated which provides clearer</p>

			<p>competitive are being offered to children who do not or are not competitive themselves; such as chess and choir.</p>		<p>participation. The Statistics from spread sheets conclude;</p> <p>A1 – KS1 – 38% - KS2 – 52%  A2 - KS1 51% - KS2 – 56%  S1 – KS1 - 36%      KS2 – 61%  S2 – KS1 – 39%      KS2 – 70%</p> <p>Overall, this shows an increase of 13% for KS2 and 6% for KS1 compared to Spring 2 data last year.  Spring 2 statistics 18/19  (45% - KS1 last year)  (57% KS2 last year)</p>	<p>information about the clubs and applying is made clearer for parents and staff.</p> <p>There were no stats for summer 1 and 2 due to Covid 19.</p> <p>After scouting a Tag rugby coach that was free, this helped increase the interest in KS2. The amount of clubs offered to KS2 in Spring 2 helped raise the participation % to 70%, which is fantastic.  We will check what clubs were offered and were popular to carry these on next year.</p>
1,5	Gifted and Talented	£110 per child approx. 6 £700	<p>Liaise with staff within school to see if they can pin point any children who they believe are gifted and talented in PE.</p> <p>Arrange more opportunities for these children to perform and be recognised in the local community by entering more local competitions, and liaising with outside coaches/ agencies to support.</p> <p>Make good connections with local universities to enrich children experiences and aspire</p>	<p>Gather information from staff and come observe children within lessons / clubs if needed.</p> <p>Offer support within school if teachers are unsure if children are gifted and talented. (Lesson observations/ drop ins)</p> <p>Liaise with outside agency and clubs to target these children to get more opportunities.</p>	<p>This was planned for Summer Term 1 but has been suspended due to Covid-19.</p>	<p>More drop in sessions arranged for next year for PE coordinator / coaches to come, observe children, and identify.</p> <p>Bishop sport;  Bishop want to focus on Gymnastics as a school.  We would like to hire a coach and ask them to come and do one session for each class throughout school. We would like the coach to identify any children they see are gifted.  From this, we can then offer these</p>

			to gain a higher education degree/ career.			children a place in the gifted and talented club with the coach. We would then like to make links with the community and enter local and outer events with the support of the coach.  We will also offer a gymnastics club for other children in school for enjoyment and potential in school competitions.
3	Staff CPD	FREE	Gather information from staff questionnaire on confidence teaching PE within school.  Support PE lessons and make sure staff knowledge of teaching PE is more confident by the end of the year.	Drop into PE sessions for observations and work alongside staff to support CPD.  Gather questionnaires at the start and end of the year to see if staffs are more confident after receiving support.	Drop in sessions were arrange for Spring 2 and Summer 1-2. Due to Covid 19, this did not happen.	P/E lead to be given planned leadership time to carry out drop ins/support to staff.
4,5	Entering Local Competitions.	£300	Newark and Sheward  Chess competition Choir Competition (Maybe) Netball Football Athletic Swimming	Children have the opportunity to take part in a local Newark and Sheward competitions to gain more experience in competing in competitions.	Children who attended football and netball clubs develop competition skills. They took part in local competitions.  The impact was the netball team has won 5 out of 7 and drew 1 and lost one. The team were more confident in basic netball skills.  The impact for football was that the team played one-cup match and lost on penalties. They also played 3 league matches, winning 1, drawing	Enter local sporting competitions such as; Netball Football Athletics Boccia Chess  Contact swimming Gala to email PE coordinator with upcoming events so we do not miss out.

					<p>one and losing one. Furthermore, they played in the cup at Flowserve and finished third in the groups. They had 4 matches lined up for Spring 2, but were cancelled due to covid; also, the Spring tournament was cancelled due to covid.</p> <p>Netball / Football tournaments were due in Spring 2/ Summer 1. Due to Covid 19, these did not go ahead.</p> <p>The chess team competed in their first competition in Aut 2. The team did not win. However, for their first time it was commented how humble and good spirited the chn were. The team started not knowing how to play and were confident playing at the competition.</p> <p>Swimming Gala did not happen due to the school not being contacted prior to the event. This will be addressed next year.</p> <p>Boccia did not happen due to the event not being organised. Bishop contacted other school to arrange an inter school event but the other schools</p>	
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					never got back to them. Athletic was planned for in Summer 1. However was suspended due to Covid-19.	
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## Evaluation against the 5 areas.

### 1. The engagement of all pupils in regular physical activity.

This year, more children signed up to afterschool clubs. Statistics showed; KS1 was consistent averaging around 38% but peaked in Autumn 2 with 51%. However more clubs were offered this term due to outside coaches being available. KS2 saw a rising trend from 52% in Autumn 1 to 70% in Spring 2. This was due to offering all children the opportunity to access a club and having a list system makes sure that all children have the opportunity to participate in all activities.

All children receive 2 sessions of 45 minutes in P.E lessons during the week.

Lunchtime staff provide further opportunities for children to engage in physical activity with such as tennis, football on the field and parachute. They also offered more quiet activities such as coloring and Lego. This was done on a Rota basis so all the children were able to have the opportunity to participate.

### 2. The profile of PE and sport is raised across the school as a tool for whole-school improvement.

Teachers have used IPEP tool to plan and assess. Clarity of objectives and more consistent approach to planning and assessment. PE coordinator appropriately chose the objectives that would be taught each term to ensure a range of skills were being taught to the children

Will continue to access staff CPD and access to IPEP for planning support, however assessment will be put onto DCPro.

Impact of equipment has improved lessons within school as staff has the correct number or equipment that is needed for their lessons. Having access to more equipment has also support after school clubs such as netball as the children have more opportunity is to improve their own skills.

### 3. Increased confidence, knowledge and skills of all staff in teaching PE and sport.

Teachers reported that they feel confident with support from IPEP. Will evaluate staff confidence and steps for development. Assessments have also been monitored and are more consistent; however, it has been tricky to collect collaborative data.

### 4. Broader experience of a range of sports and activities offered to all pupils.

Throughout this year we increased the variety of clubs from KS1 averaging 3/4 clubs per half term. KS2 averaging around 9 clubs every half term and they were lucky enough to have 10 clubs in Spring 2, which will explain why we had 70% attendance overall. We were able to include a range of competitive and non-competitive sports such as netball, football and chess. Verbal Feedback from parent's shows that they enjoyed the fact Chess was an option for the children as sometimes-physical sports was not their interest but being included in non-physical competitions was a great opportunity for them.

Will evaluate further continue to discuss opportunities for gifted and talented pupils – This did not happen due to covid 19.

### 5. Increased participation in competitive sport.

Celebration of children competing within different sports outside of school such as gymnastics, cheerleading and dance. This helps aspire other children to compete in outside clubs and bring their achievements in to show the school.

