



St Benedict's Primary School



Sports Premium Report

Summary Information					
School:	St Benedict's Primary School				
Academic Year	2018-19	Total SP Budget	£15,000	Total Spent	£10, 741.61
Total Number of Pupils	358	Responsibility for SP Budget	Tara Noor	Date of review	July 2019

Current Provision				
% of pupils accessing after school clubs	2017-18	44%	2018-19	75% (31% increase)

Barriers to health and participation in sport
<ul style="list-style-type: none"> • Cultural barriers- embedded from home environment including gender equality for sport. • Health awareness- the understanding on how physical activity and school sport can impact on a child's physical, social and cognitive development, their well being and level of achievement. • Deprivation- parents' understanding of the importance they place on health and well-being outside the school environment. • Socio-economic factors- the cost of participating in sport, clubs, equipment and transport.

Action 1 The engagement of all pupils in regular physical activity <i>(children should undertake at least 30 minutes of physical activity a day in school)</i>			
School focus	Actions Achieved	Funding spent	Evidence and impact
1. Audit equipment and purchase new equipment if necessary to support increasing range in activity and KS2 curriculum requirements.	-Equipment was audited to see what needed to be updated, replaced or purchased.	<u>£419.50</u>	-New equipment has been purchased to support lessons. Staff have been able to deliver more precise lessons with the aid of resources linking to curriculum requirements. More varied games and activities have taken place to develop skills. Staff feedback has highlighted how lessons are being delivered more effectively with appropriate resources.
2. Improve playtime and lunchtime provision.	-KS1 and KS2 planning was finalised to organise and purchase resources needed to deliver the curriculum. -Regular checks were made with PE staff to check equipment needs.	<u>£3,354</u>	-Two after school clubs and two lunchtime clubs have taken place every half term including a range of sports. It has helped to develop the physical development and wellbeing of pupils participating. Impact and tracking reports have highlighted the progress of pupils and it has also helped to contribute to the social and emotional development of pupils through team work and games.
3. Organise after school clubs. Pay for outside coaches to work alongside to develop their skills and confidence.	-Play coaches were organised to come into school for lunchtimes to teach and participate in group games and activities.	<u>£4,468</u>	-Lunchtime coaches have encouraged pupils to participate in games and activities outdoors to help them be involved in more physical activity and to develop their skills. This has had a positive impact on lunchtime behaviour and promoted acceptable social behaviour in the playground environment.
4. Ensure more physical activity is taking place where possible across the school.	-Clubs were organised during lunchtimes for KS1 and KS2. (Pupil-premium pupils were targeted during the Spring term) -After school clubs were organised across the school.	<u>£1,350</u> <u>£83.34</u>	- Lunchtime supervisors have benefited from observing the games and activities that have taken place and started to implement and initiate their own games.
	- School sports week was organised- professional coaches and further events were organised.	<u>£50</u> <u>£190.62</u>	-Sports week helped to raise awareness about the positive impact of participating in physical activity and was also another opportunity for pupils to take part in different sports. They participated in different sports, competitions, breakfast mornings and health and wellbeing related activities.

Action 2 The profile of PE and sport being raised across the school as a tool for whole school improvement.			
Focus	Actions achieved	Funding spent	Evidence and impact
<ol style="list-style-type: none"> 1. Send home information about sport in school on our school newsletter and website for parents. 2. Update school hall displays. 3. Organise health and sports week. 4. As part of the lunchtime coaches group- select "Play Leaders" for the playground. 5. Introduce the 'Daily Mile' 	<p>-Parents were updated on sports events, updated on clubs through the school website and through letters.</p> <p>-School displays in the school hall were created for parents and pupils to see that we are an active and a healthy school.</p> <p>-Sports week was organised. Staff were provided with resources to deliver lessons on mental health and wellbeing and to raise the awareness of the benefits in participating in physical activity regularly. Coaches came into school to provide different sports for a sports day during this week and it was made into a competition across the school. Whole school assemblies raised awareness for this week and awarded winners.</p> <p>- KS1 and KS2 'Play Leaders' have been provided to support lunchtime coaches in encouraging and offering games and activities to groups of pupils.</p>	<p>See above</p>	<p>- Newsletters were sent out to inform parents about what was happening in school in relation to sport. Parents were encouraged to value what sport and events were taking place.</p> <p>-Informative and supportive sports and events were displayed will in the main hall and office, including health awareness.</p> <p>-The importance of health, well-being and sport was shared with pupils and parents during a whole week of activities to develop knowledge and improve understanding. Skilled coaches supported sport days during health week.</p>

Action 3 Increased confidence, knowledge and skills of all staff in teaching PE and sport.			
School focus:	Actions achieved	Funding spent	Evidence and impact
1. Skilled coaches to support lunchtime development. 2. CPD for dinnertime staff. 3. CPD for PE teachers to deliver PE lessons.	-Coaches came into school and introduced lunchtime games and activities. -Coaches supported lunchtime staff to help deliver games and activities outside. -Staff development discussions took place with PE staff to see what they needed support for. -Coaches came into school to support PE teachers with PE lessons. (with dance)	<u>See above</u> <u>£720</u>	-Pupils were encouraged to participate in games and activities at lunchtimes which increased their participation in sports and impacted on social development. It also helped with behaviour at lunchtimes. -Lunchtime supervisors developed their confidence in delivering games and activities at lunchtimes by observing coaches deliver sessions. -Questionnaires and feedback identified what areas staff needed support with and therefore trained coaches came into school and helped them to deliver sessions. This helped increase their knowledge and confidence to deliver the same lessons to other classes.

Action 4 Broader experience of a range of sports and activities offered to all pupils.			
Focus	Actions achieved	Funding spent	Evidence and impact
1. Purchase new equipment to widen offered experiences. 2. Organise different after school clubs.	-New equipment was audited and purchased for PE lessons. -After school clubs were organised that offer	£419.50 See above	-New equipment offered opportunities to be involved in varied sports games and activities. These helped to develop the physical development of pupils. It also helped teachers to deliver lessons with the use of appropriate resources. -Different after school clubs were organised and data shows the number of pupils attending varied clubs. There was 75% of pupils who attended clubs this

<p>3. Include varied games and activities during playtimes and lunch times.</p> <p>4. Attend the local Eco-Park.</p>	<p>different sports including cheerleading, yoga, golf and cricket.</p> <p>-varied sports took place by the coaches at lunchtimes which were observed by lunchtime supervisors.</p> <p>-On a weekly basis pupils have attended the local Eco-Park to participate in a wide range of activities.</p>	<p>£2500</p>	<p>year. These clubs supported the pupils in developing physically and socially and included different sports including golf and yoga.</p> <p>-The Eco-Park was an opportunity for extra exercise and has had a positive impact on the mental health and wellbeing of pupils through different outdoor tasks.</p>
--	---	--------------	---

<p>Action 5 Increased participation in competitive sport.</p>			
<p><u>Focus</u></p>	<p><u>Actions achieved</u></p>	<p><u>Funding spent</u></p>	<p><u>Evidence and impact</u></p>
<p>1. Organise whole school intra competition opportunities.</p> <p>2. Organise health and sports week- include various competitions.</p>	<p>-Sports week was organised and competitions took place across year groups.</p> <p>-Sports week was organised, coaches were arranged to come into for a sports day to offer varied sports, pupils were taught health and wellbeing related activities and were involved in competitions and breakfast mornings.</p>	<p>see above</p>	<p>-The school will take part in a whole school sports week where pupils had lessons about fitness, health and mental wellbeing. They have increased their knowledge and understanding of the benefits of sports and took part in varied sports from professional coaches during sports day. The whole week offered a wide range of competitions for the pupils to take part in.</p>