

School: Fern House

For the academic Year September 2020 to July 2021 the school will receive £16,450 PE and Sport Premium Funding. We must use the funding to make additional and sustainable improvements to the quality of PE and sport on offer to pupils. This means we will use the premium to:

1. To develop or add to the PE already in place in school (referring to the aims below)
2. To make improvements now for future pupils

The 5 key indicators where improvements should be seen are:

1. The engagement of all pupils in regular physical activity, aiming for 30 minutes a day within school time.
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.

The government and Youth Sports Trust are particularly interested this year in the opportunities we provide to 'groups' of children, in particular the less active and BAME. The following news reports explain some reasoning behind this:

<http://www.bbc.co.uk/news/health-42250152> <http://www.bbc.co.uk/sport/football/42178440>

The National Curriculum aims are for all children:

- To be physically active, working towards a target of 30 minutes activity during and after the school day (excluding general play times)
- To excel in a broad range of activities
- To engage in competition
- To lead healthy lifestyles

We aim to do meet the curriculum expectations with the help of the Sport Premium Funding by providing:

- A more inclusive curriculum

- A growth in traditional and alternative sports
- Education about fitness and healthy lifestyles
- Improvements in our partnership work and competition with other schools
- Creating links with other subjects that contribute to pupils' overall achievement and their greater social, spiritual, moral and cultural skills

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none">• Swimming embedded in the curriculum across KS2 and KS3• Tolmers / OOAA part of the KS2 and KS3 curriculum• Young Mariners for KS4 pupils• Olympic Athlete came to visit the school and give a talk to all pupils• Competed at the gymnastics festival with KS2 and KS3 pupils• Competed at the Boccia tournament (in which we won our cluster league), the gymnastics festival and Orchardside football coaching/matches	<ul style="list-style-type: none">• Enhancing the opportunities for our less active and any other targeted groups• Providing more opportunities for non-traditional sports and inspirational sessions for all• To aid pupils who have chosen PE leadership as their vocational choice• To extend physical activity at school to in the home

Did you carry forward an underspend from 2019-20 academic year into the current academic year? **YES**

If YES you must complete the following section

If NO, the following section is not applicable to you

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021		Total fund carried over: £1,060.11	Date Updated: 1/5/21	
What Key indicator(s) are you going to focus on? Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Total Carry Over Funding: £1,060.11
Intent	Implementation		Impact	
Staff kit to be ordered to raise the profile of PE amongst staff and pupils	<ul style="list-style-type: none"> • Staff survey regarding equipment and number required • Guidelines to be established regarding staff use and wear 	Carry over funding allocated: £TBC	<ul style="list-style-type: none"> • Staff feedback survey to be sent out • Pupil voice to include staff uniform as a factor for increased attitudes towards sport/PE 	<ul style="list-style-type: none"> • New staff to be ordered staff kit when they join • Pupils to be asked whether they would like a PE kit to be worn on PE days

Meeting national curriculum requirements for swimming and water safety. N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2021.	25%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	25%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	0%
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 – But we may look to do so in 21/22

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 pupils today and for the future.

Academic Year: 2020/21		Total fund allocated: £	Date Updated:	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Provide planned and tracked opportunities for pupils to engage in fitness-based activity through trial of the MyArc app <ul style="list-style-type: none"> Increases pupil motivation to participate with in-app rewards Scaffolds participation with staff-lead sessions Facilitates family/home participation encouraging a lifestyle change and supportive network Educates pupils on safe technique and participation Motivates pupils to complete intrinsically and extrinsically Encourages participation in fitness for life 	<ul style="list-style-type: none"> Coordinating with MyArc staff to establish integration into school setting PE staff to set, record, track and update the activities and sessions for the pupils Pupils to receive in-school rewards for milestones and achievements Teaching staff trained to use the app 	£0	Evidence <ul style="list-style-type: none"> Pupil surveys Participation levels recorded and tracked by PE staff Intra-key stage competition Awards for achieving and participating pupils Impact	<ul style="list-style-type: none"> Premium subscription Ongoing support from the MyARC Schools Coordinator Fern Records system to be put in place for 2021/2022 Competitions to be held on MUGA Intra/inter-cass challenges to be held on MUGA
Purchase equipment for Extra-curricular activities, fitness interventions and SEND exercises <ul style="list-style-type: none"> Pupils to use sporting equipment during sports sessions when off-site 	<ul style="list-style-type: none"> Regular checks with the staff to ask for any specialist equipment needed 	£1446	<ul style="list-style-type: none"> Pupil feedback suggests they are happy having regular PE sessions and prefer being outside 	

<ul style="list-style-type: none"> Increases pupil participation in sporting activities Allows pupils to regulate themselves in preparation for learning Provides a broad experience of a range of sports and activities <p>TeachActive Primary bought into</p> <ul style="list-style-type: none"> Allows pupils to be active during core sessions that are normally sedentary <p>MUGA built to facilitate sports sessions</p> <ul style="list-style-type: none"> Gives pupils space to be active during break, lunch and PE sessions Multi-sport lines painted onto the floor of the space Multi-sport goal/hoops fitted into space 	<ul style="list-style-type: none"> Football to restart at Orchardside for KS3 and KS4 pupils All classes to have regular PE lessons delivered Opportunities for pupils to join outside agencies and clubs Purchase equipment to encourage physical/sport development <ul style="list-style-type: none"> TeachActive resources given to teaching staff Introductory video disseminated to staff to train them on its use <ul style="list-style-type: none"> Pupils to be encouraged to use the MUGA for break times and lunch times Organised and structured games to be facilitated by staff during break and lunch sessions 	<p>£0</p> <p>£5000</p>	<p>participating in a practical session to being indoors</p> <ul style="list-style-type: none"> More active pupils having more opportunity <ul style="list-style-type: none"> Staff are confident using TeachActive Pupils are getting more time active during the week 	
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p>
			<p>%</p>	
<p>Intent</p>	<p>Implementation</p>	<p>Impact</p>		

<p>Promotion of sports and sporting achievements throughout school</p> <ul style="list-style-type: none"> ● Regular briefing and newsletter items on achievements of pupils and improvements in PE provision/sport outside of school ● All are aware of the importance of PE and sport and to encourage all pupils to increase their participation 	<ul style="list-style-type: none"> ● Sporting certificates for spotting accomplishments ● Sport achievements added to FHS wins ● Class teachers to regularly ask about participation outside of school ● All pupils offered activities, trips and competitions outside of the curriculum ● Regular meetings with Headship on how to improve the quality of provision across the school ● PE leader has been given weekly management time to drive improvement across the school 	<p>£0</p>	<ul style="list-style-type: none"> ● Pupils give positive feedback about sport participation ● Increased interest in pupils wanting to participate in clubs and activities outside of school <p>Wider impact:</p> <ul style="list-style-type: none"> - Greater awareness of quality and standards in PE. - Commitment to improving PE and sport to reduce obesity in pupils, staff, families and the wider community 	<ul style="list-style-type: none"> ● Build links with local sports clubs encouraging pupils to join the team with their friends ● Newsletter contributions to continue ● Sports/PE pupil voice questionnaire to go out
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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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Intent	Implementation		Impact	
<p>Staff are confident in teaching PE therefore children receive high quality PE lessons</p> <p>More members of staff will be trained to deliver sports activities, children will have more opportunities to access physical activity</p> <p>Improve the assessment to measure progression throughout the school</p> <ul style="list-style-type: none"> Assessment tools trialed to formalise assessment of PE throughout the school <p>Black History Month focus on sporting heroes</p> <ul style="list-style-type: none"> Pupils educated about the previous hardship suffered by Black athletes, comparing it to now <p>Staff training to facilitate active playtimes. More children partake in independent or structured active activities at playtime.</p>	<ul style="list-style-type: none"> CPD sessions for PE curriculum and delivery PE leader regular meetings with the Enfield PE team Staff are recommended for specific external courses and knowledge is shared with other staff members in school and put into practice with pupils Training and support of Support Staff to deliver /assist with dance / fitness sessions with parents and pupils Staff competence survey completed by teaching staff Sessions planned by well-informed PE staff 	£0	<ul style="list-style-type: none"> PE leader confident with better subject leadership skills enabling him to lead professional development of staff PE leader is more confident undertaking lesson observations and team teaching PE specialist staff supports other staff with their sessions Staff are more confident setting up and using PE equipment with greater subject knowledge Teachers have taught pupils how to be safe with sports equipment. Children are able to explain and show you the safety requirements of different equipment PE lead attended FA Shooting Stars course, supporting delivery of girls only play based football Children are more active at playtime and as a result behaviour improves and 	<ul style="list-style-type: none"> CPD session(s) to follow-up implementation of new curriculum Follow-up staff competence survey to be distributed

			pupils are healthier and happier	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	
<p>KS4 (and some KS3) pupils to attend Young Mariners (HYMB) sessions Friday</p> <p>KS2 & KS3 pupils to attend horse riding each Friday</p> <p>Elms sport coaches to work with KS2 and KS4 pupils each Friday</p> <p>KS3 & KS4 pupils taken to Monster Gym</p> <ul style="list-style-type: none"> Pupils educated on workout programmes and the equipment Pupils also take part boxing sessions <p>Additional achievements:</p>	<ul style="list-style-type: none"> External coaches to work with class staff when delivering sessions informing staff knowledge Pupils to experience outdoor adventure sports Pupils to experience diverse sporting experiences otherwise less accessible Travel to and from the gym completed as a group to inform pupils of local transport links to the gym Students followed premade plans in order to introduce them to safely using equipment Staff supervise the pupils in the gym 	<p>£840</p> <p>£</p> <p>£</p> <p>£120</p>	<ul style="list-style-type: none"> Pupils acquire more outdoor skills that contribute towards Duke of Edinburgh Bronze award Pupils and staff are more comfortable around horses Broad, less-accessible physical activities participated in by all pupils in the school Pupils connected with locations outside of school that can facilitate sport and activities that they enjoy Teachers to increase competency facilitating sessions through observation of Elms coaches Pupils more confident when using a gym Pupils safer when using a gym independently or with support 	<ul style="list-style-type: none"> Targeted KS3 pupils to join KS4 to HYMB in order to encourage participation Other activities to be identified to integrate into wellbeing Fridays Feedback to be acquired from pupils through a pupil voice survey

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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
<p>Every pupil to participate in Sports Day</p> <ul style="list-style-type: none"> Pupils participate in a range of sporting activities in teams of mixed age <p>Raised profile of external clubs by coaches coming in to lead sessions</p> <ul style="list-style-type: none"> Pupils made aware of places to participate in sessions that they have enjoyed <p>Pupils participated in local virtual sport competitions</p>	<ul style="list-style-type: none"> Activities and staffing planned and organised for sports day Pupils participate in vertically mixed groups encouraging social mixing Pupils able to sample more sports and refer themselves to participate outside of school Pupils participate in inter-school competition competing as a group 	£200	<ul style="list-style-type: none"> School to participate in inter-school sports events. School to enter as many sports competitions as last year Increased motivation to participate due to competitive element Pupils educated on how to respectfully win and lose 	<ul style="list-style-type: none"> Sports day trophies and medals to support positive experience of the event Pupil voice to acquire feedback to inform planning for next year's sports day School to continue to invest in external coaches visiting the school In-person tournaments to be attended when possible, COVID allowing