



**The Gateway Primary Academy
PE Sport Premium Action Plan
2020 – 2021**

To continue to strengthen teaching and learning of PE and Sport				
Rationale: Effective use of PE and Sport Grant. Focus on upskilling teachers to build capacity for good quality PE and sport provision. Promoting an active and healthy lifestyle for all pupils.				
Academic Year: September 2020 - August 2021		Total fund allocated: £17830		
Key indicator 1: Engagement of all pupils in regular physical activity		Percentage of total allocation: 23%		
School focus with clarity on intended impact on pupils:	Actions to achieve	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To increase the opportunities for outdoor physical activity at playtime/lunchtime.	Pay, train and resource members of staff to organise and run a lunchtime active club. To investigate opportunities to implement OAA utilising the school grounds. To contact kent school sports organiser to discuss opportunities for OAA. Research outside agencies who can deliver OAA opportunities within our school grounds. Collaborate with Geography subject leader to identify areas of the school grounds suitable for OAA activities in KS1 and KS2. Purchase OAA equipment and pay for outside agency to install. Review planning to observe class teachers utilising the school grounds throughout the day.	£1500	Training postponed due to pandemic and COVID restrictions. Will take place next year. Orienteering plaques have been fitted around the school grounds ready for cross curricular learning opportunities. OAA equipment purchased, training received and planning distributed. Year 5 children learnt OAA skills linked to topic work and evidence in weekly learning talk.	Teachers to plan to use orienteering opportunities in lessons. *Subject leader to monitor opportunities for using OAA across the curriculum. Subject leader to support with teachers to implement OAA learning across the curriculum.

	Playground equipment Introduce and train class games leaders to help all children to develop their own games using the equipment creatively. Identify activities which the children can do during playtime/lunchtime which will prepare the children for sporting events. Continue to purchase playground equipment for KS 1 and 2 to improve gross and fine motor skill development, physical agility and opportunities to increase physical activity at break and lunchtime.	£500 £2300	TA led training for socially distancing games in all bubbles, ensuring children were as active as possible. Training manual for socially distanced games purchased. Playtime equipment was purchased for each bubble. This combined with the staggered playtimes resulted in more space and more equipment per child which encouraged more of them to be active at break times.	Each class will continue to have their own supplies of equipment. Next year Eagles class will be trained to become class games leaders across the school.
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: 21%		
School focus with clarity on intended impact on pupils:	Actions to achieve	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To increase pupil participation in intra school sport	KS1 and 2 Sports event – specific equipment to measure standing high jump, standing long jump and speed bounce. Develop a KS1 and KS 2 sports event which utilizes the children from DSTC on their community day. Link to the Sports Day events and the National Awards program Class teachers to create 5 mixed ability groups of 6 children to compete against each other across the year. Sports coach employed to organize and run lunchtime sports club for KS2 classes.	£1000 £2100	As a result of the sportshall athletics competition being held virtually in school all children in KS2 competed in the event. Results from the children participating placed the school in 6th place amongst the Dartford schools that entered. External sports leader ran additional playtime activities and as a consequence the number of children being active increased playing social distanced games.	Continued use of virtual competitions to promote sports activity during terms of isolation. Sports leader to organise lunchtime intra school competitions.
To offer specialist provision for SEND pupil.	Time allocated in the day for children with SEND to use active boards as part of a sensory circuit or to develop motor and fine motor skills.	See above	Active boards removed from use as part of the COVID risk assessment.	Next year COVID boards to be reinstated for children to use.

Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and Sport		Percentage of total allocation: 26%		
School focus with clarity on intended impact on pupils:	Actions to achieve	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To strengthen the quality of teaching gym and athletics	Staff to work with PE national trainer to develop quality of teaching in: • Athletics - 1 day introducing athletics to staff - 2 days team teaching with class teachers - 2 days observing class teachers with subject leader	£3000 Supply - £750	Transferred to next year due to pandemic.	
To strengthen the assessment in PE	Classroom Monitor statements are updated with the statements from Val Sabin scheme of work. Staff to begin to use Classroom Monitor to assess the outcomes from the PE lessons. Staff to annotate PE plans with assessment notes relating to the LI and ARA outcomes Subject leader to monitor the use of Classroom Monitor and train staff in its use. Ensure that the statements in Classroom Monitor correspond to the statements used in Val Sabin.	Supply - £900	Transferred to next year due to pandemic.	
Ensuring children are able to play socially distanced games.	Staff confident in encouraging children to play socially distanced games in KS1 and KS2.		Staff were able to run socially distanced games with their class/bubble to maximise activity at playtimes. Children spoke about enjoying learning new games but missed playing with friends who weren't in.	Children have learnt new games that they can play in the future.
Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils		Percentage of total allocation: 7%		
School focus with clarity on intended impact on pupils:	Actions to achieve	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

To understand benefits of healthy eating, being active and well-being	Within the celebrating difference week planning ensures all year groups understand why we are active, eat well and look after our wellbeing. (e.g. then and now: eating, physical activity, leisure and recreation). Children given opportunities to play games designed for disadvantaged people e.g. boccia and blind volleyball. Purchase sufficient amount of equipment.	£500	Celebrating differences week a huge success across the school. Children showed an understanding of the importance of looking after their wellbeing through their classwork produced during the week and on class displays. All children learnt about healthy eating through the Roots to Food workshop but children were able to also discuss the cooking techniques that they had learnt. Children learnt breathing techniques and stretches to give them the skills to self regulate. Children were able to empathise with disabled sportsman through participating in virtual boccia. Those in school during the pandemic all had the opportunity to play boccia. Kestrels class also learnt how to play goal ball (a sport for the blind) blindfolded.	Children talk passionately about the new sports they have learnt. Boccia equipment to be used for additional clubs and golden time activities. Children had the opportunity to revisit techniques learnt previously and recipes put on the website for children to follow and try at home. Website information used
To provide opportunity for all children to participate in outdoor adventurous activities	Organise an adventurous activity day for Year 5 and non-PGL children in term 6. Through questioning, Identify skills they can work on through the day e.g. teamwork, communication, relationships. Create a whole school OAA afternoon/day for children to challenge themselves.	£1000	All children in years 5 and 6 visited an OAA activity arranged at Grangewater Outdoor Education Centre enabling all children to take risks, team building and building on their BLP skills in an unfamiliar environment.	Children were encouraged to take risks and push themselves as much as possible. Many children saw a boost in self-esteem and confidence following the experience.
To train children to be games leaders	Provide training for a select number of children per class to become games leaders for their year groups during playtime and lunchtime.		Unable to run due to the pandemic.	

Key Indicator 5: Increased participation in competitive sport		Percentage of total allocation: 12%		
School focus with clarity on intended impact on pupils:	Actions to achieve	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To increase the pupil participation in inter school sport	Subscription to Dartford / Swanley partnerships and registration fees e.g. Dartford Athletics event. Create a sports calendar for Dartford District / Swanley District meetings so it links to the school calendar. Identify a range of sporting events the children can participate in which links to PE topics. - Tennis - Athletics - Football - Rounders - Cricket - Boccia - Hockey - Handball - Multi skills Identify online/virtual competitions to enter during terms 1/2/3.	£2200 (5 days supply for sporting events)	Partnership money for Swanley and Dartford not paid due to no events across schools organised this year. Children had the opportunity to participate in virtual competitions to enable them to remain as active as possible and experience competitive sport.	
Other Indicator identified by school: Additional Swimming		Percentage of total allocation: 11%		
School focus with clarity on intended impact on pupils:	Actions to achieve	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To ensure that all children achieve 25m by the end of Key Stage 2.	Keep records from initial assessment to monitor the distance children can swim by the final lesson and the types of strokes they are using. Identify those children in Year 5 who did not achieve 25 metres and offer them additional swimming lessons.	£2000	Transferred to next year due to pandemic.	Swimming programme to include years 4 and 5 next year for 10 weeks each. Year 6 who did not reach KS2 end of

	Utilise the coach based at the swimming pool to work alongside teachers.			year standard (25m) will be offered top up lessons.
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