



Cathedral Primary School PE and Sport Premium 2018- 19

What is the Sports Premium?

The Government is providing funding of £150 million per year to improve provision of physical education (PE) and sport in primary schools. This funding will be allocated to primary schools.

Our funding for 2018-19 is £17630

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport on offer.

This means that the premium should be used to:

- develop or add to the PE and sport activities that the 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

Please see the Cathedral School PE and Sport Premium Spending Plan 2018-19 which is designed to show how the PE and Sport Premium is being used, its impact and considerations for how to make the improvements sustainable for future pupils.



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There are 5 key indicators that schools should expect to see improvement across:

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 PESSPA (Physical Education School Sport and Physical Activity) being 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

These key indicators have been used to inform the PE and Sport Premium Spending Plan 2018-19



Impact of PE and Sport Premium Spending 2018- 19

Key Indicator 1:

Engagement of all pupils in regular physical activity

Focus	Funding	Success Criteria	Evidence	Impact	Next Steps (including how improvements will be sustainable in the future)
Year 6 Playground Buddies	Southwark Local Authority provides training at no cost to schools	<p>Playground buddies are able to lead a range of games in N, KS1 and KS2 playgrounds</p> <p>Playground buddies can use their leadership skills to run games and activities in the playgrounds</p> <p>Fewer incidents recorded in playground incident books</p>	<p>Blog Posts</p> <p>Feedback from lunchtime staff, buddies and other pupils</p> <p>Playground Incident Books</p>	<p>Majority of pupils able to describe games that Playground Buddies lead and how they help to keep the playground safe.</p> <p>Playground buddies make a positive contribution to the playground.</p>	Ensure playground buddies 'handover' to new buddies
<p>Bikeability Training (cycle training) for Year 3 and Year 5</p> <ul style="list-style-type: none"> • Cycle safety • Cycle skills 	Southwark Local Authority provide training at no cost to schools	<p>All Year 3 children to achieve Level 1 Cycle Confident</p> <p>All Year 5 children to achieve Level 2 Cycle Confident</p> <p>Pupils involved are able to articulate how the training has helped them to be a safer pedestrian</p>	<p>Pupil Questionnaire</p> <p>Trainer's assessment</p>	<p>96 % of Year 3 pupils achieved Level 1 Cycle Confident</p> <p>100% of Year 3 pupils could articulate how to be a safe pedestrian</p> <p>92% of Year 5 pupils achieved Level 2 Cycle Confident</p>	Further support for Year 3 and 5 pupils who did not achieve Cycle Confident



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Key Indicator 1:

the profile of PESSPA (Physical Education School Sport and Physical Activity) being raised across the school as a tool for whole school improvement

Focus	Funding	Success Criteria	Evidence	Impact	Next Steps (including how improvements will be sustainable in the future)
Lunchtime Supervisor with a focus on sport to lead activities in the KS2 playground	£180	A range of games led by lunchtime supervisor in KS2 playground Specialist TA to train playground buddies Fewer incidents recorded in playground incident book	Playground Incident Books Pupil Voice	Fewer lunchtime game related lunchtime incidents. Lunchtime buddies clear on their role and able to support/facilitate games	Continue for 2019 -20 if impact is positive
KS1 Playground redesign – summer 2018	£10258.58	Gross motor skills of KS1 pupils improve Pupils are involved in the design of the playground.	Pupil Voice Incident Books Staff feedback		Ensure pupils know how to use it safely and appropriately
Use of Marlborough Playground	N/A	All pupils understand how to use the Marlborough space and who to ask if the need equipment or help. All pupils and parents are aware of the facilities available at the Marlborough and how to access clubs	Take up for after school provision at the Marlborough	Marlborough used for Sports Day, a as a result more parents were in attendance. Marlborough used for PE lessons as appropriate – profile of PE raised.	Opportunities to use the Marlborough playground during the school day are planned into 2019 - 20 curriculum



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Key Indicator 2:

The profile of PE and Sport being raised across the school as a tool for whole school improvement

Focus	Funding	Success Criteria	Evidence	Impact	Next Steps (including how the improvements will be sustainable in the future)
Playground Leaders	See Key Indicator 1				
School Website: Communication with parents	N/A	Every class blogs has at least 2 blog posts celebrating PE and sport per year School Blog reflects high profile of PE and sport At least 1 newsletter per year of the subject of sport and PE	Class Blogs School Blog Newsletter	Class blogs reflect learning in PE across the school.	Continue 2019 – 2020 Ensure certificates are given out for PE in 2019 - 20



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Key Indicator 3:

Increased confidence, knowledge and skills of all staff in teaching PE and Sport

Focus	Funding	Success Criteria	Evidence	Impact	Next Steps (including how improvements will be sustainable in the future)
<p>Partnership with Sport for Schools</p> <p>Sport for Schools provide sports coaches and bespoke curriculum support</p> <p>Skills taught across the PE curriculum build on skills learnt in previous units.</p> <p>Coaches from Sport for Schools work with teachers from Year R – 6 each half term, demonstrating how to teach the unit</p>	£5684	<p>Outcomes in line with core subjects in the school</p> <p>Staff involved with the teaching of PE report that working with Sport for Schools has had a positive impact on of their teaching/role as lunchtime supervisor</p> <p>All classes receive 1-2 half term's coaching from a Sport for Schools coach</p>	<p>Staff questionnaire</p> <p>Assessment data</p> <p>Pupil Voice</p>	<p>All year groups have received at least 1 half term of support from sports coach</p> <p>Teachers report that their practice has improved, in terms of teaching skills and building on previous skills.</p>	<p>Work with Sport for Schools to further develop curriculum and staff training opportunities</p>



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Key Indicator 4:

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

Focus	Funding	Success Criteria	Evidence	Impact	Next Steps (including how improvements will be sustainable in the future)
Use pupil voice to contribute to the design of the PE curriculum: Curriculum leader works with Sport for Schools to design bespoke units of . Ensure teachers have the training and resources to deliver the units	See previous slide	Units of work build on skills and knowledge learnt during previous units Outcomes in line with core subjects in the school	Assessment data Teacher questionnaire Pupil voice	Outcomes in line with core subjects in the school	Pupils and teacher voice indicates that teaching 6 sports per year would broaden skills learnt. 2019 -20 – plan 6 units of games per year; football, hockey, basketball, cricket, athletics, rounders
Year 6 PGL – pupils have the opportunity to experience new forms of physical activity e.g. abseiling and zip wire	N/A	All pupils attempt all activities on offer All pupils positive about the new activities they experienced	Class Blogs	See Class 6 blog All pupils did attempt all activities and many described them as a highlight at the end of the year.	Consider using PE and Sports Premium to fund this aspect of school journey in order to give pupils even more opportunities to experience a broader range of activities



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Key Indicator 5:

Increased participation in competitive sport

Focus	Funding	Success Criteria	Evidence	Impact	Next Steps (including how the improvements will be sustainable in the future)
Sports Day: Work with BOST staff to design a sports day that maximises the use of Marlborough equipment		All pupils from 1-6 participate in sports day All pupils apply athletics skills learnt and practised in previous lessons	Pupil Voice End of year parent questionnaire Assessment Data	July 2019 Parent and pupil feedback was positive	PE leader to work with other local schools to organise competitive sports in the Marlborough
Work with Marlborough staff to encourage pupil participation in after school activities at the Marlborough	See Key Indicator 1				
Competitive Sports through curriculum	See Key Indicator 3				
Sport for Schools lead greater depth sessions at lunchtimes and competitive games at lunchtime. After school Games Clubs (KS1 and KS2)	£1507.42	Assessment data demonstrates that pupils attending greater depth sessions are working at greater depth in PE After School Games Clubs are full Pupils able to articulate how Games Club has improved their skills, knowledge and confidence	Pupil Voice Assessment Data Club registers		Continue if feedback is positive



Meeting national curriculum requirements for swimming and water safety

What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	97% 100% of children can swim at least 15 metres
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	80%
What percentage of your current Year 6 cohort can perform safe self-rescue in different water-based situations?	80%
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