




# BISHOP CREIGHTON ACADEMY



Bishop Creighton Academy  
PE and Sport Premium: Improvement Plan 2019-2020



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised October 2017

**2019/20**

Commissioned by  
**Department for Education**

Created by



Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your 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 visit [gov.uk](http://gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment. We recommend regularly updating the table and publishing it on your website as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. To see an example of how to complete the table please click [HERE](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>The whole school participated in new sports including a Skip2Bfit day. BMX day and a Circus Skills day.</p> <p>Opportunities provided for all staff CPD including lunchtime supervisors and TAs.</p> <p>Opportunity for 1:1 CPD for JM to develop specialism in PE teaching.</p> <p>Swimming from an earlier age (Year 2) proved successful, with all children gaining</p> <p>Children have attended ___ competitions and festivals.</p>	<ol style="list-style-type: none"> <li>1. Introduce BMX skill sessions, in order to broaden current sports offered.</li> <li>2. Launch the Daily Mile and daily Skip2Bfit challenge to improve and encourage fitness and healthy lifestyles.</li> <li>3. All teaching staff to engage in CPD delivered through GAT, as well as bespoke BMX CPD, delivered by Mike Mullen, to ensure all staff can lead BMX sessions safely.</li> <li>4. Swimming lessons to provide opportunity for children to develop self-rescue skills and data to be closely monitored by Sports Lead.</li> </ol>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	2019- 55%
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	2019- 30%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	2019- NA
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes/ <b>No</b>

## Action Plan and Budget Tracking- BISHOP CREIGHTON ACADEMY

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 students today and for the future.

Academic Year: 2019/20	Total fund allocated: Approx £18050	Date Updated/reviewed: 15/09/20		
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>1. To ensure all pupils engage in regular physical activity- kick starting healthy active lifestyles</p>	<p><b>1. To continue to use YDP to provide additional physical activity opportunities through delivering sessions:</b></p> <ul style="list-style-type: none"> <li>Provide additional lunchtime physical activity opportunities (dance and football)</li> <li>Lunch time clubs to have a focus on a particular sport (football) and children to sign up, with one day being dedicated to the development of the school football team.</li> </ul> <p><b>2. TAs and staff to provide additional physical activity opportunities:</b></p> <ul style="list-style-type: none"> <li>Maria Inquiettie – Netball Club</li> <li>Jack McNally – Multi-skills Club</li> </ul> <p><b>3. To introduce the Daily Mile</b></p> <ul style="list-style-type: none"> <li>Lay artificial running track (not Sports Premium funding) on the field and encourage children to take part in the Daily Mile before school or throughout the day.</li> <li>Targetted group of children to run the Daily Mile each day with Sports Lead.</li> </ul> <p><b>4. To introduce and launch Skip2Bfit challenge</b></p> <ul style="list-style-type: none"> <li>JM and KS to deliver training to all staff so they understand challenge and can confidently deliver to pupils.</li> </ul>	<p>£5,500</p> <p>£1,200</p> <p>N/A</p> <p>£40</p>	<p><i>Lunchtime clubs continued to have high uptake across the key stages, meaning increased opportunity for children to be active throughout the day. Children also were able to develop specific skills and strategies when playing competitive football in game situations.</i></p> <p><i>These clubs were carried out, although due to low numbers children were not able to apply netball skills into game situations.</i></p> <p><i>JM left the Academy.</i></p> <p><i>Artificial running track was installed (not out of Sport Premium funds) however due to Covid-19 the Daily Mile was not launched.</i></p> <p><i>This was not launched due to</i></p>	<p><i>When it is safe and logistically possible, YDP lunchtime clubs wil start again.</i></p> <p><i>When it is safe and logistically possible, after school clubs wil start again.</i></p> <p><i>This will be launched 20/21 in order to provide children an opportunity to increase fitness, stamina and physical movement.</i></p> <p><i>This will be launched in 20/21.</i></p>

	<ul style="list-style-type: none"> <li>All children to access school set of skipping ropes and participate in 2 minute skip challenge on a daily basis.</li> </ul> <p><b>5. Pupil and Staff Voice</b></p> <ul style="list-style-type: none"> <li>Continue to conduct pupil voice (via Forms) on a termly basis to find out what children like about sports offered and PE sessions, as well as what could be improved. Use these results to plan ahead whole school workshops and clubs.</li> </ul> <p><b>6. Purchase additional equipment for children to use in physical activities</b></p> <ul style="list-style-type: none"> <li>Monitor and audit equipment to ensure it is appropriate and sufficient for PE lessons and clubs.</li> <li>Replace damaged equipment.</li> <li>Purchase new equipment to broaden sports offered: stacking cups and Playinnovation activity boards.</li> </ul>	<p>N/A</p> <p>£2000</p> <p><b>Total: £8,740</b></p>	<p><b>Covid-19.</b></p> <p><i>These were carried out and proved useful in finding out what sorts of sport based clubs children enjoyed. We used this to feed into our offer of after school club options</i></p> <p><b>Only some additional equipment was purchased due to Covid-19.</b></p>	<p><i>This will continue in 20/21.</i></p> <p><i>Sport Lead will carry out sport equipment audit in order to identify equipment needed to broaden their sports skills and increase their time being active. Any damaged equipment will also be replaced.</i></p>
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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**

School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
2. To raise the profile of PE and sport across the academy	<ol style="list-style-type: none"> <li><b>'5 a Day' Scheme and Go Noodle</b> <ul style="list-style-type: none"> <li>Teachers to embed the '5 a day' and 'Go Noodle' scheme which involves a range of short activities lasting 5 minutes which improve health and fitness in a dance style format across the academy.</li> </ul> </li> <li><b>PSHE Lessons</b> <ul style="list-style-type: none"> <li>PSHE link with PE to develop understanding of a healthy lifestyle</li> </ul> </li> <li><b>Promote sports on academy Twitter and website</b> <ul style="list-style-type: none"> <li>Sports blog to be updated regularly, sharing news from fixtures and events</li> </ul> </li> </ol>	<p>(Part of GAT £2,400 sports package offer)</p> <p>N/A</p> <p>N/A</p>	<p><i>The 5 a Day scheme was only accessed in EYFS and KS1. KS2 preferred to use Go Noodle, however teachers only had a free account, limiting their access.</i></p> <p><i>This part of the PSHE curriculum was not delivered due to Covid-19.</i></p> <p><i>This will continue.</i></p>	<p><i>For the next academic year, pay for premium access to Go Noodle to ensure classes have access to the full range of mindfulness, balance, yoga and get moving videos.</i></p> <p><i>Ensure this is fully covered and any gaps are addressed.</i></p>

	<ul style="list-style-type: none"><li>Any sports related news to be tweeted, along with photos.</li></ul>			
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**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport**

School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>3. To increase the confidence, knowledge &amp; skills of all staff in teaching, learning and assessment PE and sport</p>	<p><b>1. GAT CPD Offer for Staff</b></p> <ul style="list-style-type: none"> <li>2 x 5 hour in-school, bespoke training days with Allison Consultancy</li> <li>1 x Day: Support for Sports Lead</li> <li>Three GAT Central Development Days with Allison Consultancy for the PE coordinator.</li> <li>Access to Sport Plan</li> </ul> <p><b>2. Sport leaders to attend central trust PE training</b></p> <ul style="list-style-type: none"> <li>Discuss key areas within PE</li> <li>Share practice</li> <li>Take part in termly CPD to disseminate back with school staff</li> </ul> <p><b>3. Youth Dreams Project Coaches Assessment</b></p> <ul style="list-style-type: none"> <li>YDP coaches to track each class they teach and assess on a termly basis for each sport delivered</li> <li>All teaching staff to discuss class achievements and areas for improvement with YDP coach and a termly basis.</li> <li>YDP coaches to share summative assessment, to help inform teacher assessments and compare with teacher taught PE.</li> </ul>	<p><b>£2,400</b></p> <p><b>£1,000 (supply cover costs) £300</b></p> <p><b>Included in the £5,500 YDP costs</b></p> <p><b>Total: £1,000</b></p>	<p>Sports Lead attended two GAT CPD meetings, <b>one virtual due to Covid-19.</b></p> <p>Super Me Training was carried out the week prior to national lockdown – this involved children understanding the importance of well-being and emotions</p> <p><b>The virtual meeting addressed social distancing and implementing safe practice in PE in response to Covid-19.</b></p> <p><b>Specific academy CPD training had to be postponed due to Covid-19.</b></p>	<p>Any missed CPD opportunities will be rearrange for 20/21 academic year, in order to contune to develop staff subject knowledge of pedagogy.</p> <p>This will be revisited and considered for whole school CPD in 20/21</p> <p>As a trust, Sport Leads continued to network and collaborate viturually, which provided opportunities to share resources and ideas to support the teaching of PE during Lockdown to bubbles. w good practise to be shared.</p> <p>CPD with Allison Consultancy will be rebooked to upskill and develop subject knowledge for 20/21</p>

**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils**

School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
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<p>4. To develop a broader range of sports and activities offered to all pupils</p>	<p><b>1. Extend the range of sporting activities across the school to engage children</b></p> <ul style="list-style-type: none"> <li>Use pupil voice to decide which sports clubs to offer after-school</li> <li>Launch BMX skills club and use of BMX bikes in PE lessons</li> <li>Offer all children the chance to participate in Bikeability (those who do not have a bike can use bikes/helmets owned by school)</li> <li>Opportunities to experiences sports beyond their daily reach: lido (outdoor swimming), outdoor and adventurous activities</li> <li>Opportunity for all children to experience and participate in an archery skills workshop</li> <li>Offer cup stacking as a new sport and launch as an after-school club</li> </ul> <p><b>2. Teachers to receive CPD on how to safely lead sessions on the BMX bikes lead by Mike Mullen</b></p> <p><b>3. Children to be encouraged to participate in the daily Skip2Bfit 2-minute challenge in order to increase fitness and physical activity.</b></p> <p><b>4. Proportion of Sports Premium money allocated to help fund residential</b></p> <ul style="list-style-type: none"> <li>Opportunity for children to experience activities out of their daily lives for example: kayaking, fencing, low ropes and climbing.</li> </ul>	<p><b>£300</b></p> <p><b>£460</b></p> <p><b>£450</b></p> <p><b>£300</b></p> <p><b>£360</b></p> <p><b>£340</b></p> <p><b>£600</b></p> <p><b>Total:</b> <b>£2,810</b></p>	<p><i>Pupil Voice was carried out and clubs offered took results into consideration.</i></p> <p><i>Bikeability was not carried out due to Covid-19</i></p> <p><i>Outdoor swimming did not go ahead due to Covid-19</i></p> <p><i>Did not go ahead due to Covid-19</i></p> <p><i>30 pupils attended the Autumn residential and participated in a wide range of outdoor and adventurous skills. Not only did children develop their physical skills, it provided an</i></p>	<p><i>Pupil voice will continue to inform club offers.</i></p> <p><i>These actions will be carried forward to the new academic year 20/21.</i></p> <p><i>The residential will continue to take place each year, however this will be considered carefully for academic year 20/21 due to Covid restrictions and guidelines. If the residential cannot take place, Sport Lead will plan an opportunity to bring team building and other OOA opportunities to the academy.</i></p>
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**Key indicator 5: Increased participation in competitive sport**

School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>5. To increase pupil levels of participation in competitive sport – both intra and inter school</p>	<p><b>1. Engage with GAT competitive opportunities.</b></p> <p><b>2. Engage with inclusive competitive opportunities</b></p>	<p><b>£1,600</b></p>		<p><i>As an academy, we will continue to do this and ensure that all children get the opportunity to attend some form of sompetitive sports event.</i></p>

	<p><b>provided by Stanground SSP.</b></p> <ul style="list-style-type: none"> <li>Transport to be provided to and from festivals throughout the year for all classes.</li> </ul> <p><b>3. Consider and plan opportunities for inter and intra competitions</b></p> <ul style="list-style-type: none"> <li>Discuss with children possible year group matches and games or mini tournaments</li> <li>Discuss with regional sport leads mini competitions and fixtures to compete in</li> </ul> <p><b>4. Purchase new school kits appropriate for competitive meets</b></p>	<p><b>£800</b></p> <p><b>£400</b></p> <p><b>Total: £2800</b></p>	<p><i>Festivals in Autumn Term were attended, in addition to Year 2/3 annual dance festival, where children were able to develop and broaded their skills. The majority were cancelled due to Covid-19</i></p> <p><i>Due to Covid-19 kits were not purchased.</i></p>	<p><i>Kits can be purchased when appropriate.</i></p>
<p>School focus with clarity on intended <b>impact on pupils:</b></p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<p><b>1. Closer tracking and monitoring and recognition of progress and attainment</b></p> <p><b>2. Raise awareness of the benefits of PE &amp; Sports Premium funding and increased opportunities for children</b></p> <p><b>3. Sports leads to closely monitor and track swimming assessments in order to show progress</b></p>	<p><b>1. Assessment in PE to be recorded on PE tracker, alongside YDP summative assessments (termly)</b></p> <p><b>2. Share Sports Premium expenditure with children and parents via Twitter, use of Sports display and letter home</b></p> <p><b>3. Sport lead to ensure all areas of swimming curriculum are taught by swimming teachers and all children have the opportunity to develop self-rescue skills.</b></p>	<p>N/A</p> <p>N/A</p> <p><b>£300</b></p> <p><b>Total: £300</b></p>	<p><i>PE assessments are tracked internally on wider curriculum document. External coaches also assess termly. Summative assessment was carried out on a termly basis and recorded alongside other curriculum subjects on internal school data tracker.</i></p> <p><i>Regular use of Twitter to report on sports relating matters. Sports Week was held virtually during Lockdown to promote active, healthy lifestyles.</i></p> <p><i>Due to Covid-19 the majority</i></p>	<p><i>This will continue in order to identify groups of children who make less than expected progress or areas of the curriculum. Assessment can inform future planning and identify children who require more support.</i></p> <p><i>This will continue.</i></p> <p><i>Sports Lead will continue to</i></p>

		<p>of year groups did not attend their group of swimming sessions. The classes that did attend shared data with Sports Lead.</p>	<p>closely monitor swimming attainment in order to identify those children in need of top up swimming sessions and to increase % of children able to swim 25m confidently and proficiently over a distance.</p>
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Completed by: Kayley Snell 15.10.19

Interim Review Date: July 2020