Primary PE and Sport Premium

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| Key achievements to date: | Areas for further improvement and baseline evidence of need: |
| 1. Increasing pupils’ engagement in regular physical activity by:  * Providing a broad range of active outside school hours clubs * Engaging in as many competitive sporting opportunities and sporting festivals as possible, using funding for transport. * Providing a range of intra-school sporting opportunities * Encourage and facilitate active break times.  1. Promote importance of a healthy diet and lifestyle.  * Purchase of diet and exercise material for display around school  1. Raise the profile of PE and sport across the school by:  * Developing additional squad focus, to ensure we compete to the best of our ability. * Cups, badges and certificates presented in assemblies  1. Increase confidence, knowledge and skills of all staff in teaching PE and sport.  * High quality sports provider to work alongside teachers, delivering fundamental movement skill sessions * REAL PE material and training for staff to deliver high quality sessions, developing fundamental movement skills * Training made available to all staff to develop provision of high quality PE and Games.  1. Offer a broader experience of a range of sports and activities to pupils:  * Engaging in as many new competitive sporting opportunities and sporting festivals as possible, using funding for transport. * Using OCRA to source and run a range of sporting competitions. | Raise the profile of PE and sport across the school by:   * Inviting high-achieving participants, from a range of sports, to speak in assemblies and promote an active lifestyle. * Offer a broader experience of a range of sports and activities to pupils: * Audit children about their sporting interests and activities * Local clubs invited to demonstrate * Providers of a range of sports, not already provided in school, to   deliver sessions, exposing children to new activities. |

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| 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? | 54/57 = 95% (58% 2018) |
| 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? | 40/57 = 70% (52% 2018) |
| 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? | 40/57 = 70% (46% 2018) |
| 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? | Yes –  Extra sessions for Y 5 & Y 6 pupils unable to swim 25m (14/17= 82% success).  Training of able swimmers as preparation of school squad for entry into gala. |
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**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 students today and for the future.

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| **Academic Year:** 2019/20 | | **Total fund allocated: £19,160** | | | **Date Updated: July 2019** | |  |
| **Key indicator 1:** The engagement of all 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 | | | | | | | Percentage of total allocation: |
| % |
| School focus with clarity on intended **impact on pupils**: | | Actions to achieve: | | | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Increase opportunities for pupils to participate in activities across the school day. | | All teachers to introduce the ‘Daily Mile’ into their curriculum time. All pupils to be involved in this project, building stamina and running ability across the academic year.  Employment of ‘Huff & Puff’ leader and selection and training of pupil ‘Huff & Puff’ helpers.  Purchase ‘Huff & Puff’ resources  Provide a wide range of sporting after-school extra-curricular clubs  Purchase of table tennis equipment for playtime use | | | £0.00  £3,003.00  £1,493.00  £1,165.00  £2,675.00 | Classes ran weekly for a minimum of 15 minutes, counting laps. Stamina and motivation increased noticeably across classes.  Training to Sports Leader Team delivered on 19/ 9 / 18. Leaders undertook responsibilities, delivering activities and equipment daily with all pupils having opportunity to engage with activities.  Variety and range of equipment encourages regular interaction and use by a broad range of pupils.  The number of sports clubs after school has been added to by external providers, including Judo, golf, benchball and KS1 Football .  In constant use at playtimes. Rota established to provide opportunity for all. | SL and Mrs Barnes to deliver assembly update on whole-school success at end of 2018-9 and to give reminder of whole-school expectations.  S/L to recruit new leaders from Y5 / 6 annually.  *Sports Leader Training already booked for 13/09/2019.*  Audit of equipment to precede new order in September 19.  Arrangements will be renewed dependent on hall / field availability.  Facility is now permanent. Balls are fragile and need constant renewal. |
| **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: |
| % |
| School focus with clarity on intended **impact on pupils**: | Actions to achieve: | | | | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Recognise sporting achievements of pupils and staff. Promote participation in sport to encourage pupils’ understanding of lifestyle choice. | Celebration of pupils’ and staff sporting achievements within and outside of school environment. Individual and team achievements to be recognised within weekly assemblies.  Provide staff with authorised leave to represent GB and attend national and international competitions.  Provide pupils with certificates and badges to support and celebrate achievement | | | | £0.00  £480.00  £365.00 | Celebrated weekly. Pupils well-motivated to contribute. Excellent range of sports and successes from pupils and staff  Achieved Silver Medal European Aquathlon Championships  Particularly motivating for Athletics Club, meeting Gold, Silver, Bronze-Excellent level of challenge and for encouraging swimmers. | continue |
| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | | | | Percentage of total allocation: |
| % |
| School focus with clarity on intended  **impact on pupils**: | | | Actions to achieve: | Funding  allocated: | | Evidence and impact: | Sustainability and suggested  next steps: |
| Improve teaching of PE across all year groups. | | | Specialist coach, Mark Wickett employed across the academic year supporting a different year group each ½ term.  Specialist Swimming Coaches and staffing for talented squad swimmers.  PE leader to attend annual PE conference  PE leader time to monitor and promote excellence in PE  Purchase of Real PE software to support teaching across all key stages | £1,575.00  £1,960.00  £0.00  £0.00  £1,555.00 | | Excellent engagement and progress in balance and movement skills seen by staff and provider.  Could not attend this year  Did not take time out of class | Sports England have recently identified balance as an area for development. Fundamental Movt Skills and REAL PE address this well  Date dependent  Will be used 2019-20 to monitor implementation of new planning |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | | | | Percentage of total allocation: |
| % |
| School focus with clarity on intended  **impact on pupils:** | | | Actions to achieve: | Funding  allocated: | | Evidence and impact: | Sustainability and suggested  next steps: |
| Continue to introduce a wider range of sports to pupils across the year | | | Buy in specialist services to introduce pupils to new sporting opportunities such as archery, fencing, golf, zumba, dance etc | £0.00 | | Made contact with a number of providers but difficulty with size of groups. Golf Club started | Archery and fencing will be provided next year, but will not be large-scale provision.  To pursue alternative clubs based on audit |
| **Key indicator 5:** Increased participation in competitive sport | | | | | | | Percentage of total allocation: |
| % |
| School focus with clarity on intended  **impact on pupils**: | | | Actions to achieve: | Funding  allocated: | | Evidence and impact: | Sustainability and suggested  next steps: |

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| More pupils develop skills in competitive sport and games | Buy into OCRA sports provision to support school with provision of intra-school competitive opportunities.  Increase numbers of pupils able to compete in competitions  Participation in as many sporting opportunities as possible  Releasing staff from classroom commitments to take pupils to competitions  Hire suitable transport to take pupils to competition venues which are not local  Provision of tannoy system to enable ‘hosting’ of community sporting events | £2,244.00  £0.00  £1,750.00  £855.00  £40.00 | High quality organization providing a wider range of sporting competitions than it is possible to participate in  Participation in an increased number of events as, with OCRA, more now available and to a broader range of ages and girls events.  Payments to supply staff to cover 2 x staff escorting pupils off site  Coaches booked for Multi-skills events and competitive sporting events  Existing system repaired | Continue. Cost will increase next year.  Aim to enter more teams into each event |