

Sports Premium Funding 2018-2019



Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

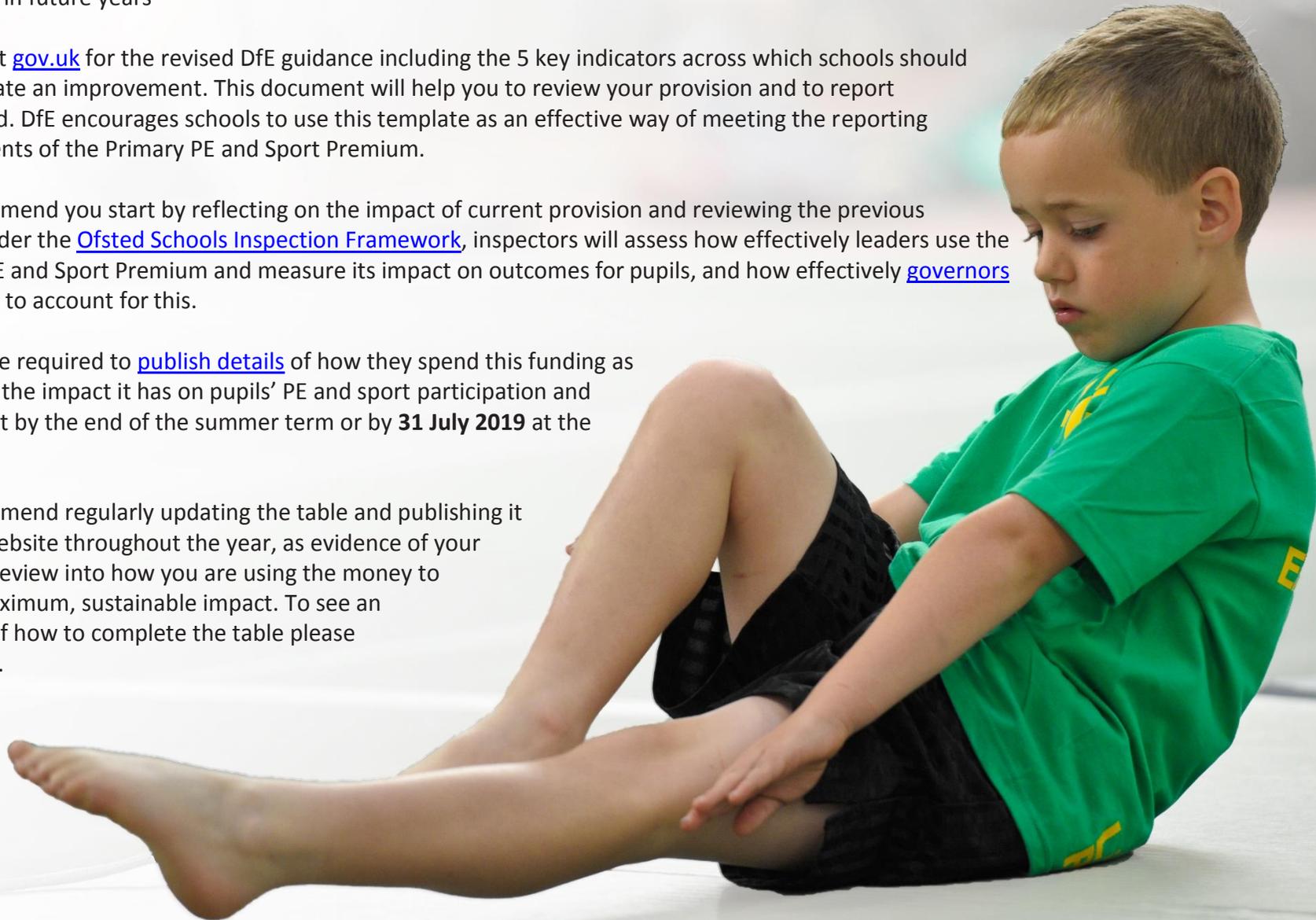
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit gov.uk 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 by the end of the summer term or by **31 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your on-going 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:
<ul style="list-style-type: none"> - A variety of after-school clubs being offered - Targeting the less active pupils in innovative ways during school time - Developing our Year 6 Sports Leaders - Attending more competitions within the local community and further afield. - Designing the new Upper and Lower School Playground - Staff attending a variety of CPD sessions - Introducing new sports into our curriculum and creating whole school PE projects 	<ul style="list-style-type: none"> - Continuing to target the less active during break and lunch times - To improve teacher assessment within PE - To raise the profile of PE and leading a healthy and active lifestyle throughout our community

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your current Year 6 cohort swims competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your children may swim in another year please report on their attainment on leaving Primary School.	84%
What percentage of your current Year 6 cohort uses a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	84%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	84%
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

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.

Academic Year: 2018/19	Total fund allocated: £19,450 Total amount spent to date: 19,343.66	Date Updated: 28/06/2019	
Key indicator 1: 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:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> • All children to have a better understanding of the importance of leading a healthy and active lifestyle. • To educate families on the importance of leading a healthy and active lifestyle. • To introduce new activities to both parents and children • Aim to have 100% of our pupils' active for at least 30 minutes a day in school. • Provide opportunities for the least active children to attend extra-curricular activities inside/outside of school. • To provide a reflection and calming time for children with social, emotional and behavioural problems through sport. • To develop the role of sports leaders in our school. 	£5000	<p>Spend to date = £6357.95</p> <p>Pupils who are noted as less active have attended weekly Boogie Bounce sessions from 3-6.</p> <p>Year 1 & 2 are attending this term.</p> <p>Some of these pupils have signed up for the after-school club following these sessions and attended sessions at the weekend.</p> <p>Children from particular year groups have been targeted through yoga and street dance this year and improvements have been seen from class teachers and the children have expressed that they thoroughly enjoy attending.</p> <p>Other taster sessions have also taken place for all year groups throughout the year (Hockey,</p>	<p>Due to the expense of these in-house sessions, it is very unlikely these could continue if the funding is stopped. We are however targeting pupils who will be in our school and MAT for the foreseeable future and hope these sessions will have a long-term effect on their social, emotional and behavioural needs as they develop coping techniques and are introduced to local clubs.</p>

		Dance, Yoga in-class).	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement			
School focus with clarity on intended impact on pupils:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> - To involve staff in the discussions around the spending of sports premium funding. - To have regular staff meetings updating staff on any changes. - To have the importance of leading a healthy and active lifestyle embedded across the curriculum. - Involve parents and pupils in the decision making – developing a whole community awareness of the importance of leading a healthy and active life-style. - To have the above highlighted within the school’s SDIP. - Provide spare PE kits and equipment to ensure this is not a barrier to children’s learning in this subject. - To ensure Governors are regular updated on the spending of the SPF and any government updates in terms of obesity. - To develop the important role of an MSA at lunch times and how they can encourage children to be more active in safe and fun ways. 	£1000	<p>Spend to date = £400</p> <p>Children do not miss PE lessons due to not having the correct kit.</p> <p>SS has reported in every FGB.</p> <p>X2 staff members have attended a CPD on PE cafes and how to involve families.</p> <p>MSAs attending CPD.</p> <p>JM (NPECS trained) is employed as a play leader and he has had a huge impact on encouraging more of our children to be active at lunch times.</p>	<p>To continue involving staff, parents and children in the spending of the sports premium funding.</p> <p>PE kits within school still remains a problem as spare kits aren’t always returned. Need to develop a strategy to ensure this isn’t a barrier to their participation in PE lessons.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			
School focus with clarity on intended impact on pupils:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> To provide a variety of staff CPD opportunities to develop knowledge & understanding in teaching and learning, to introduce new sports to the curriculum and to advance the middle leader of PE. To increase the confidence of staff teaching PE, providing resources for teachers to help with planning and delivery of the curriculum. To develop strategies to encourage parents to adopt healthy and activity lifestyles at home. To provide a PSHCE inset for teachers. 	£1500	<p>Spend to date = £1060</p> <p>Courses which staff have recently completed: Level 4 in Leadership and management, PE Spark Café (parental engagement), Swimming Coaching.</p> <p>A variety of resources and plans to aid teaching and learning have been purchased.</p>	<p>Staff members who have attended these courses will have a better understanding of how to excel in their area and have an impact on our children’s learning and wellbeing.</p> <p>PE Spark Café – a trial café will take place with Y5 parents in the Summer Term. These PE Cafes will hopefully take place half-termly across the school.</p> <p>PSHCE inset to take place next academic year.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils			
School focus with clarity on intended impact on pupils:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> To expose children to a broader range of sports and physical activities in our PE lessons, developing a love for the subject and life-long participation of sport into adult-hood. To expose children to a range of sports and activities through local competition and local facilities. This will enable families and children to identify what is in their local area (grass roots). To offer a wide range of sporty after-school club to again expose children to a broader range of sports and physical activities to develop life-long participation. 	£5000	<p>Spend to date = £5299.67</p> <p>We have introduced a variety of after-school clubs this year at a reduced rate and in some cases free: football, boogie bounce, slanted dance, yoga, street dance, board games (competition), tri-golf, speed stacking, and gymnastics.</p> <p>We have purchased new equipment to allow teachers to introduce new activities in their lesson.</p>	<p>The equipment will be used in future years to come by a variety of pupils. Teacher’s knowledge and understanding will also improve over time as they adapt plans and activities through experience.</p>

Key indicator 5: Increased participation in competitive sport			
School focus with clarity on intended impact on pupils:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> To provide transport to and from a variety of competitive sporting events to enable children to attend and be exposed to a variety of competitive sporting situations. To release teaching and support staff for competition events out of school to enable children to attend these events and be exposed to a variety of competitive sporting situations. To provide more in-house sporting events in school to develop pupils ability to deal with winning and losing and create outstanding sportsmanship across the school. To celebrate sporting success in weekly celebration assembly to highlight the importance of leading a healthy and active lifestyle. 	£4000	<p>Spend to date = £2726.04</p> <p>Children are thoroughly enjoying celebrating their sporting successes in celebration assembly every Friday: out of school achievement, lunch time achievements and sports leader badges.</p> <p>We have been able to attend a variety of competitive sporting events this year, targeting a range of year groups and abilities: hockey, gymnastics, rugby, and swimming, SEND Panathlon, rounders, football, dance, netball, tri-golf, Norfolk Show Ground Dance performance</p>	<p>Due to being in a rural school, transport to these events will continue to be at a cost to the school. We still ask for voluntary contributions towards travel so if funding was to stop, we'd hopefully still be able to attend <u>some</u> of these events.</p>
Additional Spending of the SPF			
School focus with clarity on intended impact on pupils:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> To improve our playground facilities to help us achieve 100% of children being active at break and lunch times. 	HCPF Funding and £3500 SPF contribution.	<p>Once this has been installed (Summer 2019), we hope to see an increase of children being physically active at both break and lunch times. This will help us to achieve our goal of 100% of children active for more at least 30 minutes a day extra in school.</p>	<p>Developing the young leader, ensuring our year 6 sports leaders and our playtime leader member of staff, develops a timetable to enable to equipment to be used safely and regularly for many years to come.</p> <p>Training for the MSAs in the new academic year.</p>