

Barrow Primary School - Impact of Primary PE and Sport Premium 2016-18

Vision for the Primary PE and Sport Premium

ALL pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport

The funding has been provided to ensure impact against the following **OBJECTIVE:**

To achieve self-sustaining improvement in the quality of PE and sport in primary schools. To focus spending to have a long lasting impact against the vision (*above*) that will live on well beyond the Primary PE and Sport Premium funding.

We aim to see an improvement against the following 5 key indicators:

1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. the profile of PE and sport 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

The PE co-ordinator uses the Primary PE and Sport Premium and measures its impact on outcomes for pupils.

Governors hold the P.E. co-ordinator to account for this.

Revised September 2017



Our report includes the following:

- how much PE and sport premium funding we received for this academic year
- a full breakdown of how we've spent or will spend the funding this year
- the effect of the premium on pupils' PE and sport participation and attainment
- how we will make sure these improvements are sustainable

Improvements enhance, rather than maintain existing provision.

The main drivers for improvement are those identified by the school through our self-review. We aim to achieve the following objective:

OBJECTIVE: To achieve **self-sustaining improvement** in the quality of PE and sport in primary schools.

HOW WE USE THE PRIMARY PE AND SPORT PREMIUM

We use the funding to make additional and sustainable improvements to the quality of PE and sport we offer. This means that we use the premium to:

- develop or add to the PE and sport activities that our school already offers
- make improvements now that will benefit pupils joining the school in future years

For example, we use our funding to:

- hire qualified sports coaches to work with school staff
- provide existing staff with training or resources to help them teach PE and sport more effectively
- introduce new sports or activities and encourage more pupils to take up sport
- support and involve the least active children by running school sports clubs
- participate in sport competitions
- increase pupils' participation in the [School Games](#)

- participate in sports activities with other schools

We do **not** use our funding to:

- employ coaches or specialist teachers to cover [planning preparation and assessment \(PPA\)](#) arrangements
- teach the minimum requirements of [the national curriculum](#) – including those specified for swimming.

SECTION 1A – EVALUATION OF IMPACT/LEARNING TO DATE

The P.E. co-ordinator has completed an Inclusive Health-Check tool to self-review PE, physical activity and school sport.

The P.E. co-ordinator has completed a PE action plan based upon the results of this, monitoring and the School Games Mark Criteria and shared these actions with the curriculum manager.

The Headteacher has agreed a planning meeting with the P.E. co-ordinator to further plan for the Primary PE and Sport Premium spend.

PE, physical activity and sport is reflected in our school development plan as we prioritise maintaining outstanding standards across the P.E. curriculum in all year groups, ensuring the full effectiveness of the governing body, improving the achievement of children achieving the expected level in Physical Development (Moving and Handling) in Foundation Stage and improving the number of boys exceeding expectations at end of KS1.

- During December 2016 baseline assessments were moderated by the EYFS leader to ensure accuracy and high achievement in Physical Development. EYFS pupils requiring intervention to support their physical development were identified and TAs delivered sessions in both fine and gross motor skills.
- A health and safety audit was conducted and repairs to gymnastic equipment were carried out.
- During April 2017 targeted EYFS pupils were accessing KS1 curriculum PE. Pupils who achieve expected levels at KS1 should now be targeted to exceed expectations in P.E. through the development of leadership skills in KS2.

- In Summer 2017 end of FS assessments and examples of progress and achievement in Physical Development in pupil learning journeys were moderated by the EYFS leader to ensure accuracy. I-track data shows that in 2015-16 75% of pupils achieved the expected level in Moving and Handling. In 2016-17 this has now increased to 90%. This is now above the Lancashire and national averages of 88.5 and 89.7 % shown by Lancashire School Information Profile (LSIP) data.
- The P.E. co-ordinator monitored planning for the provision of P.E. to identify opportunities for pupils to be supported and extended. Teachers explain clearly what is intended pupils will learn and pupils are given clear guidance to help them judge their own success. High-quality feedback helps pupils to improve and attain high standards. Teachers make very good use of resources, including ICT, to demonstrate and explain in order to further development pupils' skills. Teachers question pupils skilfully to ensure that pupils understand, for example, safety procedures or techniques. Teaching assistants are very accomplished in supporting pupils' skill development in small groups. The sports premium could now be used to develop leadership through opportunities such as the renewal of playground leader training. More able pupils to be identified for this through talent identification assessment. Overall the behaviour and safety of pupils during PE is outstanding. We know this from previous Ofsted reports, pupil questionnaires, parent questionnaires and pupil conferencing. Most children feel safe, trusted and listened to and Child Protection procedures during school sport are in place and effective. Bullying is not tolerated and clear procedures are in place to deal with any allegations. The majority of pupils think that pupils behave well in PE and are fairly treated in a welcoming and supportive environment where they are known individually.
- There is a very low incidence of formal reporting of bullying and racism and parents have never raised concerns that they felt their child was unsafe. Children take part in termly fire drills and understand what they should do in the case of fire while participating in sports activities. They are well aware of school security and what they should do if they see a stranger at the school gates.
- The school has excellent connections with other professionals such as occupational therapists to obtain specialist support when needed.
- Strong links with the pre-school group on site allow EYFS practitioners to be well informed of children's stages of physical development on-entry to school and links with local high schools through the sports partnership help in the transition of pupils to KS3.
- Lunchtime buddies are very proud of their work in school and help to include all the children in playground games.
- Outcomes of parent questionnaires are evaluated and feedback from pupils is voiced through the school council and discussion with pupils during PE and sporting activities. In response to this we intend to purchase an inclusive new kit to be used for a range of sporting competitions including netball and cross country.
- Procedures for the monitoring and evaluation of PE this academic year also included performance management / appraisals.
- All staff undertook First Aid INSET training and the P.E. co-ordinator attended training on Safe Practice in PE to develop and maximise the effectiveness of sports safety across the school. Whole staff training is to take place next academic year to further develop this.
- The physical education provided by the school meets the needs of all pupils. We know this from progress reviews of all children with SEND relating to physical development, including termly reviews with parents of children with individual education or education health care plans.
- The school promotes all pupils' spiritual, moral, social and cultural development well through PE and sport. Pupils were eager to engage

in new sporting activities such as cheerleading club and outdoor and adventurous activities during the Robinwood residential to broaden their experiences. This visit was partially funded by the sports premium in order to make it more accessible to families. Pupils readily take part in curriculum artistic and cultural events linked to physical activity such as samba dancing. They also regularly participate in sporting activities such as football and netball leagues and inter school competitions such as football, multi-sports and cross country. They are enthusiastic during lessons and competitions, showing respect for each others' needs and interests. This respect is evident when observing children helping each other as part of a team and during playground games. They are able to follow rules and can apply this in their own lives. Through inter school events pupils are able to interact with children from different religious, ethnic and socioeconomic backgrounds. They work hard to raise money for 'Sport Relief' and understand that children in other countries have similar and different experiences to children in the Ribble Valley.

- To ensure continued outstanding leadership and management in PE engagement with parents regarding sporting events should be further improved via the development of the school website and the governing body should continue to ensure that induction training for new curriculum governors is in place to enable them to carry out their role in supporting the development of PE and school sport effectively.

Our PE and sport premium spend and priorities are included on our school website.

SECTION 1B – SWIMMING AND WATER SAFETY self rescue focus.

At Barrow we believe that swimming is an important skill and can encourage a healthy and active lifestyle. We provide swimming instruction from Year 2 to Year 6. The [programme of study for PE](#) sets out the expectation that pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Swimming and Water Safety	
• The following percentage of our Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left our primary school at the end of last academic year.	100%
• The following percentage of our Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left our primary school at the end of last academic year.	100 %
• The following percentage of our Year 6 pupils could perform safe self-rescue in different water-based situations when they left our primary school at the end of last academic year.	60%

We would now like to use the primary PE and sport premium to provide additional provision for swimming through inter-school Biathlon competition and transport to this over and above the national curriculum requirements.	Yes
---	-----

SECTION 2 – REFLECTION: WHAT HAVE WE ACHIEVED AND WHERE NEXT? 2017/ 2018

Key priorities to date:	Key achievements/What worked well:	Key Learning/What will change next year:
1. The engagement of <u>all</u> pupils in regular physical activity – kick-starting healthy active lifestyles.	<p>All pupils are provided with two hours of timetabled curriculum Physical Education. Tracking of progress and achievement of EYFS pupils in Physical Development and early interventions supported learning and raised standards in this area.</p> <p>Differentiation of PE curriculum to meet needs of children with SEND .</p> <p>Club and competition registers tracked 44% of KS2 pupils engaging in extra-curricular sporting activity every week. (Silver school games mark level)</p> <p>A positive approach to delivering regular inter schools competition in football and netball leagues and links with sports coaches and local clubs in supporting this.</p> <p>Participation in sports partnership enabling</p>	<p>Introduction of ‘Tots on Tyres’ Program to further enhance EYFS Physical Development provision.</p> <p>Aim to increase this to at least 50% (Gold school games mark level) through improved tracking systems and targeting of children not engaging.</p> <p>Football Development to deliver Numeracy + Football Taster sessions to KS2 to encourage positive approach to learning and participation.</p> <p>Identify opportunities for pupils with SEND</p>

<p>2. The profile of PE and sport being raised across the school as a tool for whole school improvement</p> <p>3. Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>4. Broader experience of a range of sports and activities offered to all pupils</p>	<p>access to a calendar of competition including football, multi-sports and cross country.</p> <p>School council provided pupil voice in sporting interests and suggestions for development.</p> <p>Record of Self-Evaluation and Action Plan identified where PE, Physical activity and Sport could be used to target whole school priorities.</p> <p>Monitoring of planning for PE including for pupils with SEND carried out by co-ordinator and feedback provided to curriculum manager.</p> <p>Staff training delivered to update knowledge of Health and Safety.</p> <p>Local school games organiser provided links to new community hockey club which P.E. co-ordinator visited and promoted in school via newsletter, website and sports noticeboard.</p>	<p>to take part in competitions and evaluate.</p> <p>Begin to develop sports specific organising crew.</p> <p>Pupils who achieve expected levels at KS1 should now be targeted to exceed expectations in P.E. through the development of leadership skills in KS2.</p> <p>Raise achievement of pupils in KS2 through further differentiation in curriculum PE. PE co-ordinator to plan pathways to competitions by creating overviews of KS2 games delivery.</p> <p>P.E. co-ordinator to deliver further training on safe practice in PE using AFPE guidance during staff meetings. Training opportunities to be identified through Sports partnership offers.</p> <p>Invite new clubs not already involved in taster sessions at school to further promote and encourage pupil participation.</p>
---	---	--

<p>5. Increased participation in competitive sport</p>	<p>Attracted new pupils to participate in physical activity through a new cheerleading club provision. (Bronze school games mark level)</p> <p>Club and competition registers tracked 44% of KS2 pupils participating in competitive sport. (Silver school games mark level)</p> <p>KS2 autumn term games delivery included intra-school competition (Level 1 Games x3) and linked to inter-schools competition (Level 2 Games x5)</p> <p>Whole school sports day held and registered on School Games Dashboard.</p> <p>Team captains beginning to lead in School Games activities.</p> <p>Opportunities provided for both boys and girls to take part in competition including boy's netball. (Bronze school games mark level)</p> <p>Pupils participated in intra-school competitions in football, netball and cross</p>	<p>Identify other new activities that can be provided through clubs. At least 3 pupils to be from the non-active population (Silver school games mark level)</p> <p>Aim to increase this to at least 50% (Gold school games mark level) through improved tracking systems and targeting of children not engaging.</p> <p>PE co-ordinator to plan pathways to Spring Term competitions by creating overviews of KS2 games delivery.</p> <p>Development of leadership to be a priority in achieving overall School Games Bronze level recognition. Playleader training to be accessed via sports partnership.</p> <p>Use the School Games format to ensure appropriate levels of mixed competition (Silver school games mark level)</p> <p>Identify opportunities for additional intra-school competition during Spring Term (Gold</p>
--	--	--

	<p>country, team games in PE and during whole school sports day. (Silver school games mark level)</p> <p>Pupils participated in inter-school competitions in football (x2), netball, cross country (x2) and multi-sports. (Gold school games mark level)</p>	<p>school games mark level)</p> <p>Football coach to raise achievement in football league success through introduction of friendly matches with local school. Sports premium funding to be used to provide new equipment e.g. nets, balls, kit.</p>
--	--	---

SECTION 3 – PLANNED PROVISION AND BUDGET FOR THE COMING YEAR

Please find below our plan of how we intend on spending our Primary PE and Sport Premium funding this academic year, including the 5 key indicators our priorities relate to. We re-visit these later in the year to review and plan our next steps.

Step 8: Identify when you will revisit this template to update with actual spend, impact and sustainability next steps (greyed out columns E, G & H)

Step 9: The greyed out columns will be useful when reviewing your school’s spend later in the year to confirm actual spend and impact to support further plans for the future and sustainability.

Academic Year: 2017/2018		Total fund allocated: £16,000					
A	B	C	D	E	F	G	H

PE and Sport Premium Key Outcome Indicator	School Focus/ planned <i>Impact on pupils</i>	Actions to Achieve	Planned Funding	Actual Funding	Evidence	Actual Impact (following Review) <i>on pupils</i>	Sustainability/ Next Steps
1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles	50% of KS2 pupils engaging in extra-curricular sporting activity every week	<p>Improve tracking systems and targeting of children not engaging.</p> <p>Invite new clubs not already involved in taster sessions at school to further promote and encourage pupil participation.</p> <p>Football Development to deliver Numeracy + Football taster session to KS2</p> <p>Any repairs to curriculum</p>	<p>Possible taster session cost for a new club x20 pupils @ £3 = £60</p> <p>TBC</p> <p>TBC</p>	<p>To be updated Spring Term 2018</p> <p>To be updated Oct 2017</p> <p>To be</p>	Club registers	To be reviewed Summer Term 2018	To be set Autumn 2018

		equipment required		updated Summer Term 2018			
		Introduction of 'Tots on Tyres' Program to Reception children.	£12.50 per hour				
2. the profile of PE and sport being raised across the school as a tool for whole school improvement	Development of leadership skills in KS2	Playleader training to be accessed via sports partnership.	£900 Sports Partnership basic package to include this training	To be invoiced 1 st Nov 2018	Playleaders active at breaktimes.	To be reviewed Summer Term 2018	To be set Autumn 2018
3. increased confidence, knowledge and skills of all staff in teaching PE and sport	Continued safe practice in PE	P.E. co-ordinator to deliver further training on most recent safe practice in PE using AFPE guidance during staff meetings. Equipment in place to ensure children remain safe when participating in	£30 AFPE renewal subscription TBC	To be updated on renewal Nov 2017 To be updated Summer Term 2018	New risk assessments in place Staff meeting minutes Planning Summer term shade provided.	To be reviewed Summer Term 2018	To be set Autumn 2018

		school sports.					
4. broader experience of a range of sports and activities offered to all pupils	Increase in participation of non-active population.	<p>Improve tracking systems and targeting of children not engaging.</p> <p>Invite new clubs not already involved in taster sessions at school to further promote and encourage pupil participation.</p> <p>Year 5 to participate in multi-skills event.</p> <p>Contribute towards outdoor and adventurous activities residential to allow accessibility for</p>	<p>Possible taster session cost for a new club x20 pupils @ £3 = £60</p> <p>£100</p> <p>TBC</p>	<p>To be updated Spring Term 2018</p> <p>To be invoiced 1st Nov 2018</p>	Club registers	To be reviewed Summer Term 2018	To be set Autumn 2018
					Website photos		

		families Headteacher to agree educational visits to participate in new activities	TBC	To be updated Summer Term 2018	Evolve risk assessments		
5. increased participation in competitive sport	Development of leadership skills in competition Increase in number of matches Maximum participation in football and netball leagues	Clear team captains to be identified. Football coach to arrange friendlies Coaching staff to develop skills in competition	£900 Sports Partnership basic package to include leadership training Coach fees x3 matches Nets Kit Balls Coach fees x30 netball league fixtures Coach fees x 5 football league fixtures	To be invoiced 1 st Nov 2018 To be updated Summer Term 2018	Captains to be involved in sports blogs on website. Fixture list Noticeboard League table results	To be reviewed Summer Term 2018	To be set Autumn 2018

	Increased participation in out of school inter competitions		Coach fees x2 football matches Coach fees x1 cross country competition Transport to cross country competition Kit Coach fees x1 Hockey competition Transport to Biathalon Biathalon entry fees $\text{£}6 \times 12 = \text{£}72$				
--	---	--	---	--	--	--	--

Completed by : Joanne Holden (PE co-ordinator)

Date: 04/09/2017

Review Date: 30/11/2017

