

## PE Premium Updated Impact Report September 2017.

The following impact report demonstrates the impact of the PE premium amount of £9,600 spent on our pupils. It links to our recently embedded PE vision of aims and intentions for our pupils by the time they leave Meadowfield Primary. At our school we believe in HEALTH:

**Healthy and active school community**

**Every child enjoying physical activity**

**Activity influencing aspirations & attainment**

**Love learning sports**

**Team effort in all we do**

**Happy, healthy children make choices that lead to longer lives**

Impact of the PE premium spending:

The impact of the funding will be considered in terms of:

- Achievement in PE lessons/participation in physical activity
- Increased participation in competitive school sport both internal and external
- Personal health and well-being
- Improved attitudes and behaviour towards learning
- Competence and confidence

Achievement in PE:

End of year PE assessments in July 2017 demonstrated that an average of 72.9% of pupils in years 1-6 achieved at or above age related expectations (ARE) in PE which is an increase from last year when the average was working towards ARE. See below a breakdown of the data:

	Y1	Y2	Y3	Y4	Y5	Y6
Total	68.42%	65.58%	70%	75.86%	77.59%	80.36%
Boys	61.54%	67.65%	67.74%	75.76%	75%	90.48%
Girls	74.19%	62.96%	72.42%	76%	80%	74.28%
PPG	68.58%	61.9%	68.75%	69.04%	74.47%	80%
Non-PPG	68.19%	73.68%	75%	93.75%	90.91%	80.48%

Year 6 were the highest attaining year group which suggests that the extra Leeds Rhinos rugby sessions and activities provided on the Y6 residential had a high positive impact on pupil attainment. Leeds Rhinos coaching costs £3,600 annually and residential activities cost £7,000. Y6 residential are partly funded through other school budgets and not all through the pupil premium but have an impact on the development of PE, sport and health and wellbeing provision at Meadowfield.

None of the year groups were assessed as working below age related expectations which suggests that our assessments, progress and attainment were good and consistent across school. We have been closing the gap between girls and boys as well as PPG and non PPG children through the offers of after school clubs and our investments in new equipment (£1600 annually), experiences during health and well being week (£1200 annually), also other PE theme days in school. The gap has been closed the most in Y2 and Y4 which suggests that our investments in swimming (£800 annually) and the skipping school workshops (£400 annually) has been inclusive and appealing to both boys and girls. There were more PPG children at or above ARE in Y1 and the attainment of PPG

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and non PPG groups in Y6 are nearly equal which that the investments in the playground and new multi skills equipment (£1600 annually), plus entries to competitions have had a positive impact on the pupils' learning.

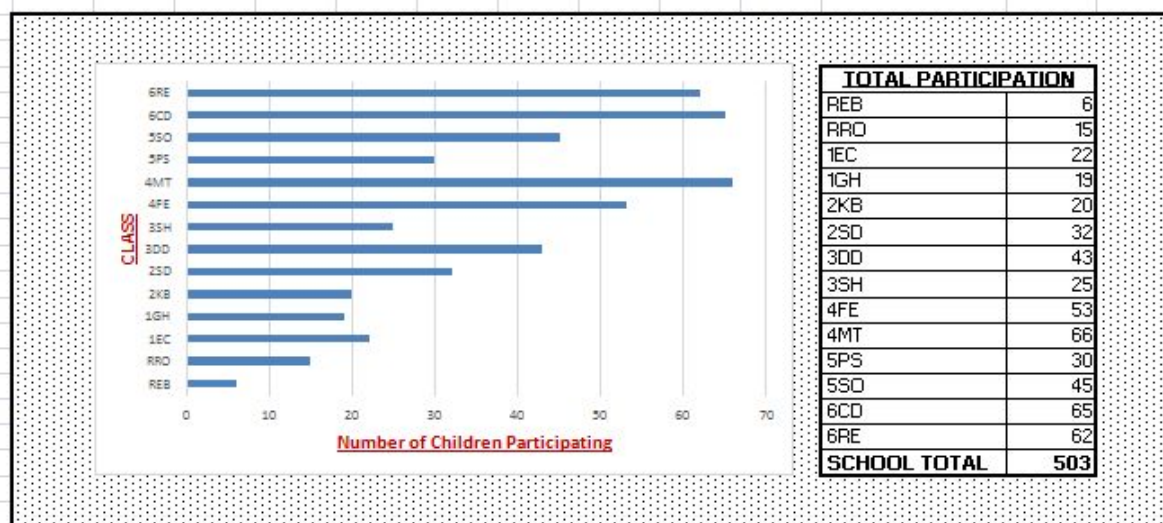
### Participation in physical activity:

Our playground went through a reinvention last summer holidays with the inclusion of zoned areas that had a focus on encouraging children to be active during play times. These areas included a skipping zone, multi skills zone and a traversing wall. The impact of this has been that pupils in both key stages are now physically active for a longer period of time during the day and meet our target of being active for at least 30 minutes during the school day. The inclusion of the child and teacher play time on an afternoon has ensured that all children have the opportunity to meet the activity time target through the use of child initiated games and activities. Lunch time staff have reported that pupils' attitudes and behaviour has improved, they play happily together and they learn new games and build better relationships with their teachers and peers through the game times.

Following the successes of pupils during our health and well being week, Y3 and Y4 embedded the daily mile into their weekly timetable with teachers reporting improvements in concentration and behaviour during lessons. This has continued during the 16-17 academic year with the impact being recorded in the PE mid-year action report which can be accessed on the school's website.

Data collected from attendance of after school clubs has shown that there are 17 clubs involving sport that take place. The data below shows the participation from each class with high numbers from upper KS2. We have targeted girls to join these clubs because much research by the British Heart Foundation, NHS and the Youth Sport Trust have shown that girls in England, aged between 8-10 years are less likely to meet physical activity guidelines and spend more time in sedentary behaviour than boys of the same age. There has been a decrease in the percentage of girls aged 8-10 years meeting the current physical activity guidelines (decreased from 22% in 2008 to 16% in 2012)<sup>3</sup>. There are more girls engaged in clubs such as netball and multi skills than in football. We need to work on removing the stigma of gender specific sports.

### 2016-2017 participation in sports clubs.



Data has recorded a total of 11 types of external competitions entered by our pupils with participants from across school (Reception – Y6). Some are aimed at KS1 and some at KS2 which is why they have been repeated, however during the 16-17 academic year this is increasing due to higher attendance at the active schools competitions offered through our SLA and also the Temple Newsam Learning Partnership competitions.

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Meadowfield data collection of types of competitions participated in 2016-2017:

COMPETITIONS																			
KS1 ATH LETI CS	Y2 MU LTIS KILL S	Y1 MU LTIS KILL S	Y5/ 6 FOO TBA LL	FOO TBA LL U9'S	KS2 par aly mpi c eve nt	Rec epti on MU LTIS KILL S	KS2 ATH LETI CS	Y3/ 4 MU LTIS KILL S	Y5/ 6 MU LTIS KILL S	KS1 MU LTIS KILL S	KS2 incl usiv e swi mmi ng festi val	Y5/ 6 tag rug by	Y5/ 6 FOO TBA LL	Y2 Skip ping	KS2 net ball	Y4 Skip ping	Nati onal Fitn ess Day	Y5/ 6 foot ball	KS2 inclu sive golf

Please see below a break down on our school's participation in events held within the Temple Newsam Learning Partnership (TLNP) trust between 2016-2017, we had an overall number of 315 out of 520 pupils attend. Our membership with the TNLP costs £1,000 annually and our total participation number is consistent and maintained from the last academic year which shows how we are using the PE premium in a sustainable way:

Date	Event	Yr Group	Venue	Meadowfield
17/10/16	Football	3&4, 5&6	TMHS Fields	10
07/11/16	Multi Skills	2	TMHS Sports Hall	15
14/11/16	Sports Hall Athletics	5&6	TMHS Sports Hall	20
21/11/16	Multi Skills	1	TMHS Sports Hall	15
28/11/16	Multi Skills	Recep	TMHS Sports Hall	15
09/01/16	Multi Skills	2	TMHS Sports Hall	-
16/01/17	Multi Skills	1	TMHS Sports Hall	-
23/01/17	Multi Skills	R	TMHS Sports Hall	15
30/01/17	Sports Hall Athletics	3&4	TMHS Sports Hall	20
06/02/17	Sports Hall Athletics	1&2	TMHS Sports Hall	15
20/02/17	Skipping	2	TMHS Sports Hall	60
13/03/17	Tag Rugby	5&6	TMHS Fields	10
24/04/17	Netball	5	TMHS Sports Hall	10
24/04/17	Skipping	4	TMHS Sports Hall	60
08/05/17	Rounders	3&4	TMHS Fields	-
15/05/17	Football	3&4, 5&6	TMHS Fields	-
04/07/17	KS2 Trust Athletics	3,4,5&6	TMHS Sports Hall	20
06/07/17	KS1 Trust Athletics	R, 1 & 2	TMHS Fields	30
<b>School Total Events Entered</b>				<b>14</b>
<b>Total KS1 and Reception Students Involved (Trust Athletics TBC)</b>				<b>165</b>
<b>Total KS2 Students Involved</b>				<b>150</b>

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<b>Overall Total</b>	<b>315</b>
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### Awards:

For the academic year 2016 – 2017 Meadowfield are proud to report that we have been awarded the following:

- Active School Leeds award for creating a culture of physical activity for all in school
- Silver award for the Youth Sport Trust Quality Mark using the self-review tool for our provision
- Gold award for the School Games Mark
- Shortlisted and highly commended for the TES awards – healthy school of the year

### Personal health and well being:

Our annual health and well-being week, with an annual cost of £1,200 introduced the pupils, staff and parents to new activities and mindsets that have been followed ever since so that our school has a community culture with knowing the importance of personal health and well being on allowing pupils to make good progress and achieve their potential. With different theme days in the week covering key aspects such as mindfulness, having a healthy heart and balanced diet, teachers then recover these valuable lessons in their practice throughout the year. Teachers use online resources to support their teaching of this such as Swerk it and Gonoodle which is used not only to help keep the children active but to meditate and be mindful.

The yoga sessions during health and well being week were that popular with pupils that staff run a yoga after school club which has participants from Reception to Y6 classes. This has allowed pupils of different ages to engage and socialise with each other as well as share and learn new skills. Providing activities during health and well being week such as archery and a climbing wall has given the pupils experiences they may otherwise not experience outside of the school setting. The new skills learnt were then transferred to activities during residential trips where Y4 and Y6 pupils participated in similar activities.

Attendance during this time always improves with several classes achieving 100% which suggests that the health and well being week is a good motivation factor.

Pupils and staff spend time during PE lessons discussing our PE vision and identifying ways in which their learning helps them achieve its aims. Pupils know the importance of making healthy choices and how this can impact their lives during and after primary schools. Evidence of this can be seen on displays in school, assemblies led by the PE leader and external visitors such as the coaches from Leeds Rhinos.

### Improved attitudes and behaviour towards learning:

Low level disruption and behaviour issues are now minimal and pupils show a love of learning, not just in PE but across the curriculum. The behaviour and effort of the pupils has been noted by staff from other schools during external sports competitions within our trust. Pupils also demonstrate an enthusiastic attitude to learning, which is something that visitors to our school always comment upon. This was most evident in a peer review completed by Heads and Deputy Heads from other schools in the Temple Newsam Learning Partnership trust. Strengths of our school in regards to learning attitudes and behaviours included:

*“It was agreed by all that it was a pleasure to visit Meadowfield Primary School and that the leadership should be proud of the provision that is in place. Given the intake and demographics identified in the SEF, Meadowfield was seen as a place where children were happy and staff members are a real team. There are high expectations with regards behaviour and learning and these are constantly being reinforced by everyone.*

*Children were first seen as they all left assembly and made their way back to class. The environment was calm and warm and welcoming with a high staff presence. There were very clear positive staff/pupil relationships from the moment you step through the door. Children smiled -they were happy to be at school. They were happy to engage*

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*with us. No fuss was made and no time was wasted".* This quote was taken from Peer Review notes written and sent to Helen Stout by TNLP Heads and Deputy Heads.

### Competence and confidence:

The provision we provide through PE lessons, equipment (£1,200 per year), after school clubs, competitions and external coaches has increased the competence and confidence of our pupils. Data shows that children from all groups e.g. PPG and non PPG make good progress which shows they are competent in using and applying their skills. For example, PPG children achieved 2.87 in PE and non PPG achieved 3.13. The high number of children accessing sport after school clubs and competitions suggests that they are happy and confident to participate in them. Having offered extra provision of swimming for children who reached Y6 unable to swim 25m, we can see by the data that this has been successful at raising competence and confidence, especially with the SEND pupils which shows we organise and provide inclusive provision. Swimming costs £800 annually.

Y6 Swimming data				
Year Group: 6	No of pupils: 54	No of boys: 28	No of girls: 26	No of SEND: 18
Please provide the numbers of pupils assessed as being able to swim 25metres at the end of Year 6:				
Year Group: 6	No of pupils: 33	No of boys: 19	No of girls: 14	No of SEND: 13

As written in a quote above, our pupils are also confident to discuss their learning and achievements with visitors to the school and know the strength and importance of their pupil voice.

### Obesity strategy (2016).

Meadowfield Primary School meets the requirement of providing pupils with opportunities to take part in 30 minutes of physical activity within each school day through the following:

- Zoned areas of the playground with focused play activities such as target throwing, multi skills and football in the MUGA
- Child and teacher play time after lunches which allow all children to take part in active games with their class teacher
- 2 hours of PE curriculum time planned and delivered each week
- A variety of PE/sport after school clubs running every day
- At least monthly participation in inter and intra competitions

### Increase in PE premium funding from September 2017.

With the guidance given that our PE premium funding will increase this year to a total of £15,000 for the academic year 2017-2018, we have planned to continue and sustain our service level agreements with the Leeds Rhinos Foundation, Active Schools Leeds, School Sports Partnerships (TNLP) and the Skipping school because of their positive impact on pupils' attainment, health and well-being as well as encouraging them to be physical active.

To enhance our school environment and provide better opportunities for our pupils to encourage participation in more active minutes throughout the day, more engaging and varied PE lessons, attend more sports after school clubs and enter more sports competitions, we plan to invest the premium funding into the following:

- Imoves dance SLA (active schools package £995) – to provide a wider PE and cross subject/school curriculum that will support our positive culture of being a healthy and active school through: Curriculum-based lesson plans, Interactive demonstration movies, fantastic flashcards, fun and funky music, dance styles and topic, activity bursts - our daily challenges, active literacy, active phonics, active

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science, active geography, active history, active PSHE, mindfulness, gymnastics, pilates, OAA, physical Literacy and games skills and drills. This SLA also includes CPD opportunities for staff plus the inclusion of some led staff meetings/workshops by the company.

- Succeedin PE assessment and monitoring system (£899) - Consolidate, manage and evidence your PE curriculum. This will allow us to share with our whole school a weekly timetable of PE lessons (excluding lesson content) that notify teachers on a weekly basis what activities they are delivering. We can Build our long-term overview including SGO competitions and festivals, giving us a complete overview of our school's PE strategy including access to our documents area.
- We will be able to gain access to our full scheme of work to deliver and edit to each teacher's needs. With over 900 lessons in the system, we will be provided with a base for building our school's PE journey. Upload videos to the existing bank to support development of teachers. Finally, monitor teacher activity both in terms of logging in and lessons viewed.
- This SLA gives us added functionality such as our assessment & attainment module, reporting and evidencing capability to build each pupil's journey through your school. The feedback module will allow us to capture pupil and teacher feedback to ensure that the needs of our staff and children are being met.
- A running track (see <http://www.billybounce.co.uk/daily-mile-surfacing-make-the-daily-mile-even-easier/> cost will be based on an estimated quote) - Back in 2012, Elaine Wyllie developed The Daily Mile initiative whilst teaching at St Ninian's Primary School. Her aim was to get pupils fitter and boost their concentration levels by running a mile around the playground each day. Said to only take 15 minutes out of the school day, The Daily Mile showed improvement in behaviour, fitness, and concentration. Further tests are due to commence to prove the physical, cognitive and emotional benefits.
- With one in 10 children said to be obese when they start primary school and around a third of children considered to be overweight or obese when they leave, we want to help make The Daily Mile excuse-free to improve children's fitness levels. The tracks will be perfect for encouraging participation in lessons, games, competition, fitness and stamina building as well as allowing us to network with the community and local schools to share our facilities through holding events and competitions using these tracks. This investment will be long term and easily sustainable for years to come.