



## Primary School Sports Grant Impact and Evaluation Report Academic Year 2018/2019

### School Overview

Total fund allocated **£18158** in 2018/2019 Total expenditure **£18488.07** 2018/2019  
Overspend of **£330.07**

Alverthorpe St Paul's School is situated in Alverthorpe, Wakefield. We are one form entry (average class size of 36) including a Nursery that has an attached large outdoor learning facility and shared with Reception and the younger Year 1 children. The school is fortunate in having a good outside facility for PE and games and the school also possesses a large playing field, which is used for a wide range of sports, along with the hall and the use of Silcoate's (private school) swimming pool.

We have very good links with the local secondary school, Outwood Grange, as well local primary schools and Church of England Schools in the area. We continue to have a strong PE co-ordinators network that meet regularly to organise and develop PE within their own schools and organise competitions amongst a network of schools. These close links provide a strong competition structure, which is led by an external coaching company. At times we've also had the use of the facilities at the local secondary school. The children are able to take part in a variety of competitions: Athletics, Netball, Football, Dance, Rugby, Boccia and many more. The top teams from these competitions are able to compete in further rounds that allow the children to experience competition at a higher level. The competitions pathway, allows children to compete with schools from across Wakefield and if successful across West Yorkshire.

PE, sport and physical activity is highly thought of at Alverthorpe St Paul's School and the staff are keen to provide opportunities for children to experience high quality teaching and learning. Certain members of staff have been involved in developing their knowledge and delivery of PE in a variety of areas using the Primary School Sports funding and already the impact across school has been evident. In addition, many members of staff run after school clubs to a high standard to ensure that children have the opportunity to extend their enjoyment for PE and sport and physical activity. Furthermore, we've been able to provide the children with the opportunity to experience a variety of sports and activities with outside coaches.

### Primary School Sports Funding Key Indicators

- 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.
- The profile of PE and sport being raised across the school as a tool for whole school improvement.
- Increased confidence, knowledge and skills of all staff in teaching PE and sport.
- Broader experience of a range of sports and activities offered to all pupils.
- Increased participation in competitive sport.
- Swimming

**The engagement of all pupils in regular physical activity, kick starting healthy active lifestyles – Chief Medical Office guidelines recommend that primary schools children undertake at least 30 minutes of physical activity a day in school**

**Actual Spend: £6207:26**

**% of Overall funding: 34%**

### **Family Participation**

- 1. Identify the inactive children £688.43**
- 2. Four family fun activity sessions**
- 3. Newsletter once a term**

**Spend £688.43**

#### **Actions/Evidence**

KS2 has 149 children and after closely monitoring each individual child's activity (after school clubs and competition) in HT 1&2 49 children were identified as being inactive. These individual children were encouraged to attend afterschool clubs, competitions and festivals. If children were reluctant the school PE HLTA, SEN Coordinator or Learning Mentor contacted parents/carers and asked them to support and encourage their child to attend. At the end of the academic year only 15 children hadn't taken part in a competition or afterschool club. 34 children (69%) had been converted from the original 49 children identified.

#### **Sustainability and Next Steps** (Full details can be seen on the [Planning the Provision for PE 2019/2020 Report](#))

Ensure the children identified as inactive at the end of the year are part of next year's plans

Family fun participation days - carry over to next year's plans

Newsletter per term - carry over to next year's plans

Conduct another sports questionnaire for feedback from staff, governors, parents and children

### **Lunchtime**

- 4. Wider range of activities**
- 5. Dancing**
- 6. Staffing costs £2328.39**

**Spend £2328.39**

#### **Actions/Evidence**

After monitoring lunchtime activity in HT3 in academic year 2016/2017 it was apparent that the boys were far more active than the girls in UKS2. 29 boys and 3 girls were active and 33 girls and 7 boys weren't. This was because the boys took over the playground playing football and the girls and a few of the boys just weren't interested in kicking a ball about. The children wanted a wider variety of games and activities. The school invested in some sports barriers which made better use of the playground and now have three sports activities running at one time. The playground is no longer dominated by boys and a few girls playing football. Since making these small changes we saw an immediate improvement resulting in 4 boys not being active – an improvement of 3 and 20 girls not being active – an improvement of 13. The playground now has three activities running at once and the activities change: dance, skipping, hula hooping, hockey, dodgeball, netball, football, bucketball and Frisbee. In the winter months the large playground has between 90 to 100 children enjoying structured games and activities.

In September 2018 the school wanted to increase the lunchtime activities and provision even further these were: Introduction of Playtime Ambassadors and the School Council was given £2000 from the PTA to support additional lunchtime activities. It's a well-known fact that children when occupied are better behaved. Whilst behaviour at school is good in general it was noticeable that issues when they did happen were at lunch. Not all children want to play hockey, football and dodgeball. With this in mind the School Council was asked to think about those children. We also wanted the younger children to be fully involved and engaged at lunch. Whilst these children in the main are active the

majority of the time it was felt that they needed some structure. The School Council had some excellent ideas and suggestions, these being:

- Four plastic play trays were bought and positioned on the top walk ways. These trays are filled with: slime, playdoh, Lego and magnetic bricks.
- The covered area between the main building and KS1 is used for large creative building using bricks and construction sticks.
- Parents were asked to donate old dressing up costumes. We now have five large storage boxes filled with costumes from Cinderella to Iron Man.
- Remote control cars and track on the playground.
- Old long standing rules have been looked at and disregarded. Children can now do gymnastics on the field as long as it's supervised.

This has been a long term goal developed and introduced across two academic year. All staff and children have participated and played a part in ensuring the delivery of increased opportunities to be active at lunchtime. The school has now got something for everyone. All children have a choice. They can sit and play and exercise their fingers with playdoh or slime. Or they can build on a small or large scale. They can dress up and run around pretending to be their favourite character and use their imaginations. Plus the recent addition of a remote control car being steered around a track painted on the playground. Or join in with the organised sports activities and games. All children participate in some sort of activity. All children play with the equipment on three or more occasions a week depending on the weather. In winter the sports activities are the most popular resulting in approximately 90 children per lunch playing one of the three games on offer. In summer the children enjoy playing on the field doing gymnastics, dressing up or just simply running or walking around the running track.

*"I'm never bored at lunchtime! There is so much to do."*

**AB Year 4 Pupil**

*"Lunchtime is now good fun. I look forward to going out and playing."*

**IH Year 4 Pupil**

*"There is always something to do and the activities change so we don't get bored doing the same thing every day."*

**GH Year 4 Pupil**

*"I'm never lonely at lunch. There is always someone to play with."*

**Lucy Charlish Year 4**

### **Sustainability and Next Steps** (Full details can be seen on the [Planning the Provision for PE 2019/2020 Report](#))

Year 5 and 6 to be trained to be playtime leaders and lead by the Sports Captains

HLTA to start to gather data per station to measure activity levels

### **Equipment**

7. **Goalball, Boccia Set x 2, Blindfolds, Ball cabinet x 2, Team bands, Speed Bounce Mats x 4, Perforated Balls, Hockey Sticks, Hoops, Bean Bags, Javelins, Cones, Sports Day Medals, Netball Bibs, Blackboards x 2, Volleyball Kit, New Age Curling and PE T-Shirts £2624:07**

**Spend £2624:07**

### **Actions/Evidence**

The sports equipment is regularly checked and made sure it's fit for purpose and safe to use and that teachers can deliver high quality lessons whilst ensuring all children are participating and engaged.

All children are provided with a coloured top representing their school house when they start in Reception.

New sports and competitions are introduced and taught and new equipment is needed to deliver these lessons and training for these new sports - focus on disability sports.

Medals were purchased for Sports Day. 111 children received one.

**Sustainability and Next Steps** (Full details can be seen on the Planning the Provision for PE 2019/2020 Report)

Check and ensure there is a wide and safe variety of equipment available for a wide range of sports so teachers can deliver high quality lessons whilst delivering a wide variety of sports

### Questionnaire Results

#### 8. Analysis the information and feedback on the sports questionnaires £75:52

**Spend £75:52**

##### Actions/Evidence

After conducting a sports audit the main areas for development have been planned in to this year's plan and have been embedded throughout the year.

**Sustainability and Next Steps** (Full details can be seen on the Planning the Provision for PE 2019/2020 Report)

Repeat again at end of 2019/2020 academic year

Keep reviewing all the changes made

##### Walk Once a Week

#### 9. Introduce and monitor £490:85

**Spend £490:85**

##### Actions/Evidence

We sent a questionnaire to all parents in July 2018 – Sept 2018 asking how their child/ren travelled to school. We also established a baseline by asking the children how they travelled to school. Our school has 278 pupils and 135 were walking to school (48%) once a week and 140 were arriving by car (52%).

In October 2018 Wakefield Council contacted the school and explained they were putting together a scheme for 'The Year of Walking 2019 and Living Streets were offering 10 schools free access to the Living Streets WOW scheme (walk to school challenge). The scheme was an excellent easy way to encourage children to walk, skate, scoot or cycle to school. The children simply record how they've travelled to school that day on the WOW Travel Tracker on the interactive whiteboards. This made it much easier as it avoided staff having to stand at the school gates and try to gather the information. Those who walk, skate, scoot, cycle or Park & Stride to school at least once per week for a month are rewarded with a themed badge at the end of each month.

The school wrote to parents in January 2019 and Walking to School was launched in February 2019. The scheme is very simple to run and children love talking part and winning a badge.

We now have on average of 81% of our pupils walking to school once a week.

**Sustainability and Next Steps** (Full details can be seen on the Planning the Provision for PE 2019/2020 Report)

Signed up for academic year 2019/2020

Move badged awarded from walk once a week to twice a week

**Raise the profile of PE and sport across the school as a tool for whole school improvement**

**Actual Spend: £3433:76**

**% of Overall funding: 19%**

### New PE Curriculum Maps for KS2 and KS1

1. Time for planning and mapping. Maps and scheme of work complement each year group and ensures progression. £1418:38

## 2. New scheme of Work for KS1 £129

**Spend £1547:38**

### Actions/Evidence

Class teachers were teaching different rules and different sports at different times throughout the academic year. There wasn't a clear curriculum map, structure or vision.

The PE HLTA wrote a new PE map and now delivers high quality PE lessons in all PE lessons. This ensures maximum progression and that each child is being encouraged to reach their full potential. Children are more active in lessons and not sitting listening or waiting as the majority of the lessons are held outside in a larger space come rain or shine.

A new PE programme has been introduced for KS2 and KS1 which focused on a wide variety of sports. Each lesson plan/scheme of work has been written for each year group and flows from Year 1 to 6. The programme is fun and progressive. It ensures the correct fundamental skills for each sport are being taught and made secure at an early age resulting in more complex sports and rules being taught and enjoyed in UKS2. The scheme focuses on the individual and basic skills plus increases difficulty over the year groups and ends each lesson in KS1 and LKS2 with a modified game and UKS2 with a game ensuring progression is obtained.

### Sustainability and Next Steps (Full details can be seen on the Planning the Provision for PE 2019/2020 Report)

KS2 & KS1 – Review each scheme of work and identify what worked well and what could improve.

Implement and plan a new curriculum map and scheme of work with lesson plans for Early Years.

### Questionnaire Results

## 3. Analysis the information and feedback on the sports questionnaires

**Spend £0 (Please see questionnaire results under Engagement for all)**

### Actions/Evidence

After conducting a sports audit the main areas for development have been planned in to this year's plan and have been embedded throughout the year.

### Sustainability and Next Steps (Full details can be seen on the Planning the Provision for PE 2019/2020 Report)

Repeat again at end of 2019/2020 academic year

Keep reviewing all the changes made

### Running Track

#### 4. Playing field made accessible all year

#### 5. Personal best challenges

#### 6. Deposit and measurement equipment £1411.04

**Spend £1411.04**

### Actions/Evidence

After receiving and reviewing the recent questionnaire to all parents and children in July 2018 – Sept 2018. Many of the children said they would like the opportunity and space to run and have races at lunchtime. They also suggested a running club.

The Head Teacher applied to the diocese to invest revenue as the school wanted to increase activity levels at lunch, make the field accessible all year round and introduce personal best challenges.

An application was made to them in September 2018. In October 2018 the Diocese announced that the school had secured the funding of £18K but the school needed to make a £2K contribution towards the costs.

In February 2019 the new running track was official opened and was made accessible to all children at break, lunch, lesson and PE time.

**Lunchtime and break times:** The field is now accessible all year round. All children use the track to either run or just walk and talk around. It has opened so many areas of the field and the opportunity for the children to investigate at lunch. Picnic benches have also been added along the route.

**Lesson times:** Year 6, Year 4 and Nursery use the track daily to improve stamina and to stimulate the mind (active learning breaks).

**PE Lessons:** Once a half term the children are timed by their peers to try and beat their personal best on the 'Running Track Challenge' (a School Games requirement). This is an excellent opportunity as every child has the opportunity to time one of their peers (another Schools Games requirement, officiating and leading).

*"I love the new track because I can now go on the field at lunch in the winter and walk and talk with my friends."*

**AB Year 4**

*"My daughter loves playing outside but never liked using the playground in winter because she felt it was over crowded. The new track has given her the space she needs to play in confidence."*

**Year 4 Parent**

**Sustainability and Next Steps** (Full details can be seen on the [Planning the Provision for PE 2019/2020 Report](#))

Math challenges: working out the class average, ranking and second improvement/difference, higher or lower etc.

Increase the Out Door learning opportunities for all year groups.

Cross Country Running Club.

**Assemblies**

- 7. Plan and deliver assemblies that engage children which cover physical, mental, wellbeing and social skills. £197:63**

**Spend £197:63**

**Actions/Evidence**

Various assemblies are delivered throughout the year which embrace the values of sport and the School Games due to the Christian ethos of the school. Further focus has been placed on wellbeing and mental health assemblies delivered by Mrs Hayton and Mrs McGarrell (Teachers). Peter Ward from the Change 4 Life Team delivered a Park Run and Family Walking assembly. Mr Swift (Head Teacher) and Mrs Somerville (Deputy Head) delivered two sports assemblies: Sports Day, celebrating the results and the End of Year Celebrating Sporting Achievement Assembly. We also have Achievement Assemblies on a Friday so children can show their sporting success in and out of school.

**Sustainability and Next Steps** (Full details can be seen on the [Planning the Provision for PE 2019/2020 Report](#))

Deputy head to speak to the mental health and wellbeing team to add further assemblies

Ask children to showcase sports and clubs they attend in assemblies to get peers interested

Invite clubs, organisation and coaches to lead assemblies promoting health minds and lifestyles

**In school**

- 8. Sports I pad £277.71**

- 9. Sports Board**

- 10. Sports Newsletter**

- 11. Hall area**

**Spend £277:71**

**Actions/Evidence**

The sports board shows progression, qualities required and skills learned from Years 3 to 6. Photographs celebrating sporting success and weekly sports points gained in lessons. Plus a list of community clubs which our pupils attend and flyers given to pupils or ones that have appeared on Twitter. The introduction of a Sports Pad (£277.71) allows the PE HLTA to record and evidence progression, show videos of good practise and record pictures and sporting competitions and tournaments. News-letter per term and hall area to be carried forward to academic year 2019-2020

**Sustainability and Next Steps** (Full details can be seen on the [Planning the Provision for PE 2019/2020 Report](#))

Sports board to show progression and children comments, skills and qualities learnt. Rationale of teaching PE and policies.

Apparatus and how to set out and move safely and the number of children required.

**Increased confidence, knowledge and skills of all staff in teaching PE**

Actual Spend: £3160:93

% of Overall funding: 17%

## Lesson and CPD HLTA and teachers

### 1. Dance CPD £459:10

**Spend £459:10**

#### Actions/Evidence

After speaking to the children and via the questionnaire regarding the development and improvement of PE. The feedback received was dance needed a major overhaul. The boys especially felt it was repetitive and boring. The school now works with the Leeds Rhino's Dance coordinator and has done for the last 18 months. It's a long term project which has developed dance across the whole school producing a scheme of work for various year groups which links into the children's learning. The children gradually build a dance routine whilst adding their own motifs over a period of time. They learn to work together and learn the different elements of dance from a canon to moods and timing plus much more.

The HLTA watches and learns how to deliver the lesson/sessions whilst recording and making notes and later writes a lesson plan. The session is then repeated to another class. This lesson is watched by the class teacher who also learns the routine and delivery. The school has had excellent results. This year, Year 6 learnt a Street Dance routine. One boy enjoyed it so much he joint a street dance after school club in Dewsbury.

#### What the children and one TA and one Teacher say about dance at our school:

*"I found it very useful to watch how the dance routine was broken into small manageable chunks to allow the children to fine tune and polish each motif before moving onto the next section. The final result was amazing. The children found it very challenging but rewarding."*

#### **Paul Willmott Key Stage 2 Leader and Year 6 Class Teacher**

*"I loved learning the moves to the Harry Potter music. It was very difficult and challenging but the whole class worked together and the end result was amazing."*

#### **GC Year 4 Pupil**

*"I love it when Miss Atkinson takes the class for dance. I certainly get a good work out."*

#### **Rachel Lindley TA**

*"I enjoyed Street Dance so much I joint a Street Dance crew in Dewsbury. It was good fun, very fast and challenging. I learnt lots of new moves."*

#### **TL Year 6 Pupil**

All the dance routines are absolutely fabulous when finished and are always shared with parents in an assembly. The parents are amazed at the standard and quality.

#### **Sustainability and Next Steps** (Full details can be seen on the [Planning the Provision for PE 2019/2020 Report](#))

Nicola Booth hired for a full afternoon of dance CPD for Years 3 and 2 and a dance after school club.

#### External and specialist training

2. Training (HLTA Level 6 paid from last year's fund)
3. Yorkshire Sport PE Conference £50
4. School Games Network Meeting FOC

**Spend £50**

#### Actions/Evidence

As a school it's important that the Sports HLTA and Deputy Head attends all PE meetings. The school doesn't rely on external communication and want to hear first-hand so it clearly understands any changes, new initiatives, sporting practice, funding and new government guidelines that are introduced. We like to remain ahead of the game and implement things to gain excellent results for our pupils, school and community. This has allowed the school to build a network of contacts across numerous schools in West Yorkshire. We want to have a reputation of a school that embraces and offers a wide curriculum and recognises the impact and benefits of sport, competition and active lifestyles. The Sports HLTA recently submitted her Level 6 in PE leadership to Yorkshire Sport this year. This was paid from last year's Sports Grant

**Sustainability and Next Steps** (Full details can be seen on the Planning the Provision for PE 2019/2020 Report)

To carry on attending all network meetings and training to ensure or knowledge and skills are kept up to date and used and applied  
Build our network of contacts and cherry pick and swap ideas to ensure we maintain our currently standard and improve.

Apply for the AfPE Award and start to ensure all things are put in place and embedded to apply to be an Centre of Excellence for Sport School

**Internal training**

**5. Observations**

**6. CPD Class Teachers £2651:83**

**Spend £2651:83**

**Actions/Evidence**

**Academic Year 2016/2017.**

KS2 got two lessons of timetabled PE each week excluding Year 5 which got one lesson of timetabled PE and swimming. KS1 and Early Years got one lesson a week plus 15 minutes of Move It each day. The Sports HLTA lead one lesson per week with the teacher assisting. After monitoring PE lessons without the HLTA's assistance it was apparent that some teachers weren't comfortable and lacked the knowledge and confidence in certain skills, drills, rules and modified games required to develop a child's understanding. Classes were being taught different rules and different sports. There wasn't a clear curriculum map, structure or vision. On some occasions 50% of classes were inactive for a quarter of the lesson due to the organisation of the class, use of space and different drills.

**Academic Year 2017/2018**

After the Sports HLTA attended the Level 5 PE course and passed changes were made. The Sports HLTA was timetabled to deliver high quality PE lessons in both PE lessons in KS2 each week. Year 5 was timetabled 2 PE lessons a week plus swimming. This ensured maximum progression and that each child was being encouraged to reach their full potential. Children were more active in the lessons.

The Sports HLTA also wrote a new PE programme and PE curriculum map for KS2 which focused on a wide variety of sport. Each lesson plan/scheme of work has been written for each year group and flows from Year 3 to 6. The programme is fun and progressive. It ensures the correct fundamental skills for each sport are being taught and made secure at an early age resulting in more complex sports and rules being taught and enjoyed in UKS2. Focusing on the individual and basic skills plus increasing difficulty over the year groups and ending each lesson in LKS2 with a modified game and UKS2 with a game ensures progression is obtained.

**Academic Year 2018/2019**

KS1 moved from having one PE lesson and 15 mins of daily Move IT to two PE lessons per week and 15 mins of daily Move IT HT1, 2, 3&4 and two PE lessons per week to one session of Move IT HT 5&6. The Sports HLTA has focused on writing a progressive scheme of work for Years 1 and 2 ensuring the focus is on the individual and basic fundamental skills ending each lesson in a fun modified version of the skill being taught.

Lessons are planned and assessed by the Sports HLTA whilst the class teacher has their PPA. (This is not funded by the Sports Grant). The school wants to ensure that sport is sustainable without the

funded revenue and wanted to ensure class teachers remained skilled. The SLT made changes to the timetables and now teachers (on a rota) each half term support in the delivery of PE sessions. This allowed the teacher to gradually become more confident over the term learning the different skills, games, warm up and cool downs. They got see how the HLTA organised the class, communicate and demonstrate the skills required, the progression and how to adapt for all abilities.

**How CPD from the HLTA has helped improve teaching:**

*“Since observing the PE HLTA I have a better awareness of how important using the right techniques are and why and how to get the pupils to achieve them. Her high expectations are pushing all children no matter of ability to reach their full potential.”*

**Paul Willmott Key Stage 2 Leader and Year 6 Class Teacher**

**Sustainability and Next Steps** (Full details can be seen on the [Planning the Provision for PE 2019/2020 Report](#))

CPD and observations for class teachers

Sports HLTA to attend Level 6 Course Primary Schools Physical Education Specialist – Subject Leader

**Broader experience of a range of sports and activities offered to all pupils**

**Actual Spend: £2433:07**

**% of Overall funding: 13%**

1. **Hire specialist sports coaches to deliver a wide range of extra curriculum activities**  
**£1065**
2. **HLTA and Deputy Head to offer after school clubs a minimum of three night a week**  
**£1368:07**
3. **Introduce new clubs and focus on disability sport (See equipment for any costs)**  
**Spend £2433:07**

**Actions/Evidence**

A wide variety of after school clubs have been offered to the children this academic year. Clubs have ran after school three/four nights a week. The clubs have been led by the Sports HLTA, staff or external coaches.

Clubs are as follows: Cross Country Years 3 to 6, Tag Rugby Years 2 to 6, Sports Hall Athletics, Multi Skills, Hockey, Netball, Dodgeball, Boccia, Tennis, Golf, Dance, Drama, Music, Singing, Benchball and Nutrition, The school is very lucky to have a number of staff qualified or very experienced to teach or coach certain sports to the children and are willing to help and lead different clubs.

The school also designed a sports questionnaire for parents and pupils to complete at the end of the last academic year. The questionnaire asked for their opinions and suggestions for improvement.

In 2016/2017 academic year after school clubs increase from 8 to 14. 67% of KS2 children attended an afterschool club. 96 children attended a club. Only 48 out of 144 KS2 children didn't attend a school club.

In 2017/2018 academic year after school clubs increased from 14 to 15. 68% of KS2 children attended an afterschool club. Only 48 out of 148 KS2 children didn't attend a school club

In September 2018 the HLTA re-designed and created a more user friendly spreadsheet which monitors the ONGOING performance of children's afterschool activity including the gifted and talented, SEN and pupil premium children which links to the information required for the School Games Mark. This year after school clubs increased from 15 to 19. 89% of KS2 children attended an afterschool club. 130 children attended a school club. Only 16 out of 146 KS2 children didn't attend an afterschool club.

**What the children say about after school clubs at our school**

*"Cross Country Club was great because it pushed my fitness levels and built stamina."*

**JP Year 6 Pupil**

*"Dodgeball was brilliant! I learnt the skills and rules of a new game."*

**BG Year 4 Pupil**

*"I love going to Benutrition Cookery Club. I've learnt about healthy eating and even got to cut up an onion by myself."*

**NH Year 3 Pupil**

### **Sustainability and Next Steps** (Full details can be seen on the [Planning the Provision for PE 2019/2020 Report](#))

Ensure the children identified as inactive at the end of the year are invited to attend an after school club

Conduct another sports questionnaire.

Strengthen and develop links to community clubs by organising experience sessions, assemblies and invite coaches in to spot the

More clubs after school by having more than one activity running per night – depending on staffing, space and weather.

Look for coaches in the following: Disability Sports, Fencing and Archery

### **Increased participation in competitive sports**

**Actual Spend: £3048:71**

**% of Overall funding: 16%**

**Enter all cluster events and qualify to compete in the Wakefield Games Tournaments and Competitions.**

**Win at least one Wakefield Games Tournament and qualify to represent Wakefield at the West Yorkshire Games.**

**Focus and increase the number of festival we attend so the less able children can represent the school**

**Intra School tournaments and competitions which focus on the skills learnt in lessons**

- 1. Overtime costs when attending competitions and festival £738:71**
- 2. Transport cost to and from competitions and festivals £2310**

**Spend £3048:71**

### **Actions/Evidence**

In 2016/2017 the after school clubs which train children to learn the skills of competitive sports had excellent successes:

Outwood Together: First in Year 3&4 Tag Rugby, Year 3 Benchball, Year 3&4 Gymnastics and Year 6 Football. Second in Year 5&6 High 5 Netball and Year 5&6 Gymnastics.

Wakefield School Games: Second in Year 5&6 Sports Hall Athletic. Third in Year 5 Football.

In 2017/2018 the after school clubs for competitive sport maintained an excellent success rate:

Outwood Together: First Hockey, Netball, Sport hall Athletics, Dance, Benchball, Football and Rugby

Wakefield School Games: First Hockey, Sport hall Athletics, Netball. Second Cricket

West Yorkshire School Games: Represented Wakefield in Sport shall Athletics, Hockey and Netball

SEN Events and Festivals: Kingsland, All Saints Track and Field, Wakefield School Games

Multiskills and Badminton.

In 2018/2019 the after school clubs for competitive sport maintained success again:

Outwood Together: First: Dodgeball, Netball, Girls Sport shall Athletics, Second: Hockey, Boys Sport shall Athletics and Years 3 to 6 Cross Country

Wakefield School Games: Cross Country various individual successes First: Year 6 Boys Cross Country Team and Boccia Third: Netball

West Yorkshire School Games: Second: Boccia and First: Disability Multi Skills and Cross-country

SEN and Festivals: All Saints: Football, Rugby and Boccia. Wakefield School Games: Multi Skills, Activity Club, Badminton. Outwood Together: Kingsland and West Yorkshire School Games: Disability Multi Skills

### What children say about attending a sports competition at our school

*"I liked it because it was very fast moving. Every team wanted to win but everyone respected each other."*

**MB Year 6 Pupil**

*"I really enjoyed the atmosphere. The excitement of competing to win and cheering on my team mates."*

**EA Year 6 Pupil**

*"I enjoyed the training to compete. I found it very challenging. Going to a tournament is so exciting. It's a wonderful experience."*

**AK Year 6 Pupil**

### Sustainability and Next Steps (Full details can be seen on the Planning the Provision for PE 2019/2020 Report)

Enter all festival and Inclusion events giving the less able children the chance to compete and represent the school

Enter disability competitions

Ensure the gifted and talented children are selected and identified and are given the chance to compete and progress to achieve their best performances.

Ensure all children are given the chance to compete in intra competition

Arrange competitions with partnership schools for different sports like Wheelchair Basket Ball, Fencing, Archery and Canoeing etc.

### Swimming

**Actual Spend: £204:34**

**% of Overall funding: 1%**

**Attend swimming lessons at a private local school to help the majority of children achieve the National Curriculum standard for swimming.**

- 1. Lifeguard Training £39:88**
- 2. Swimming Hats £60:00**
- 3. Choke Vests for First Aid Lessons £104.46**

**Spend £204:34**

### Focus/Actions/Evidence

In the academic year 2016/2017 a new monitoring, planning and assessment of swimming was introduced. A new progressive scheme of work, 'I can do' statements and an assessment programme which included Water Skills was introduced. The new progressive system embraced distance and technique in a structured way whilst embracing water skills. In April 2017 a major change in the school swimming policy was made. It had been explained to the school governors that as a school we should see and feel that swimming is part of our safeguarding policy. The school wants to give every child the skills to save themselves or others. The booster sessions/classes were introduced (two swimming lessons per week) to the children still working towards achieving the national curriculum standard. Since the introduction to the booster lesson the schools results have exceeded the national average.

In March 2019 the school felt that all children should have a basic knowledge of first aid and a scheme of work and lesson plans were written and introduced to Year 6. We want our children to know what to do in an emergency situation. We felt that this also offered them a wider and balanced curriculum. The lessons cover: basic first aid, bandages, cleaning of wounds, ringing the emergency services, calling for help, resuscitation, CPR, recovery position, choking etc.

**This Year's Results:**

**25 metres Back Leg Lick:**

36 children 27 achieved (75%) 9 working towards (25%)

**25 metres Backstroke:**

36 children 27 achieved (75%) 9 working towards (25%)

**25 metres Front Crawl:**

36 children 25 achieved (69%) 11 working towards (31%)

**25 metres Breaststroke:**

36 children 23 achieved (63%) 13 working towards (37%)

**25 metres Butterfly:**

36 children 7 achieved (19%) 29 working towards (81%)

**Water Safety Awards**

Number of children Well Done Award = 0

Number of children Water Safety 1 = 7

Number of children Water Safety 2 = 16

Number of children Water Safety 3 = 6

Number of children Water Safety 4 = 7

**Overview:****Number of children that can swim 25 metres:**

Number of children that can swim on their back:

36 children 27 achieved (**75%**) 9 working towards (**25%**)

Number of children that can swim on their front:

36 children 27 achieved (**75%**) 9 working towards (**25%**)

**What the children say about swimming at our school:**

*"When I first started swimming I was very scared and didn't want to get in the water. Miss Atkinson has made me confident and I can now swim."*

**JH Year 5 Pupil**

*"I liked swimming because it was very challenging but fun. My technique has really improved and because of this I'm a much stronger swimmer."*

**LB Year 5 Pupil**

*"I love swimming and I'm a very strong swimmer. Miss Atkinson has improved my technique. Swimming is an enjoyable lesson and I really liked learning the lifesaving skills."*

**OS Year 5 Pupil**

**What the children have said about the teaching of first aid at our school:**

*"I really enjoyed learning something very different. I will be more confident when trying to help someone when hurt. I have a much better understanding of what to do."*

**RC Year 6 Pupil**

*"I really found the lessons very useful and good fun. There is a really serious side but we all enjoyed putting each other in the recovery position."*

**TP Year 6 Pupil**

*"I think it's a great idea to teach us first aid. It's a really useful skill. More of these lessons please."*

**JB Year 6 Pupil**

**Sustainability and Next Steps** (Full details can be seen on the Planning the Provision for PE 2019/2020 Report)

Maintain the high success level

PE HLTA to ensure lifeguard skills and qualifications are kept up to date and has continuous training for technique, teaching and coaching (PE HLTA is qualified level 2 teacher and also teaches swimming privately on Friday evenings).

## Record of PSSG Spending by Item

Item	Cost	Reason	Allocated
Amazon	£277:71	I Pad	Raise profile of PE
TJ's Travel	£130:00	Transport	Competitive Sport
TJ's Travel	£194:00	Transport	Competitive Sport
TJ's Travel	£130:00	Transport	Competitive Sport
YPO	£951:97	Various equipment	Engagement for all
TJ's Travel	£130:00	Transport	Competitive Sport
TJ's Travel	£130:00	Transport	Competitive Sport
TJ's Travel	£80:00	Transport	Competitive Sport
Yorkshire Sport	£50:00	PE Conference	Increased confidence
Diocese	£1386:00	Running track contribution	Raise profile of PE
Amazon	£25:40	Trundle wheel running track	Raise profile of PE
TJ's Travel	£100:00	Transport	Competitive Sport
TJ's Travel	£100:00	Transport	Competitive Sport
Amazon	£1:64	Music for dance	Increased confidence
TJ's Travel	£100:00	Transport	Competitive Sport
TJ's Travel	£80:00	Transport	Competitive Sport
TJ's Travel	£80:00	Transport	Competitive Sport
YPO	£677:20	Various equipment	Engagement for all
Leeds Rugby Union	£450:00	Dance Teacher	Increased confidence
TJ's Travel	£135:00	Transport	Competitive Sport
TJ's Travel	£130:00	Transport	Competitive Sport
TJ's Travel	£140:00	Transport	Competitive Sport
Amazon	£0:82	Music for dance	Increased confidence
Amazon	£5:82	Music for dance	Increased confidence
Amazon	£0:82	Music for dance	Increased confidence
TJ's Travel	£110:00	Transport	Competitive Sport
TJ's Travel	£80:00	Transport	Competitive Sport
TJ's Travel	£130:00	Transport	Competitive Sport
PE Planning	£129:00	Scheme of works	Raise profile of PE
Dwight Brown	£125:00	Tennis coach	Broader experience
TJ's Travel	£80:00	Transport	Competitive Sport
TJ's Travel	£130:00	Transport	Competitive Sport
TJ's Travel	£120:00	Transport	Competitive Sport
Silcoate's School	£39:88	Lifeguard Training	Swimming
YPO	£896:90	Various equipment	Engagement for all
Benutrition	£375:00	Healthy cooking coach	Broader experience
Simply Swim	£60:00	Swimming Hats	Swimming
Dwight Brown	£325:00	Tennis Coach	Broader experience
Wakefield Golf	£240:00	Golf coach	Broader experience
Yorkshire Cricket	FOC	Cricket coach	Broader experience
Needen	£98:00	PE coloured T shirts	Engagement for all

The Training Co	£104:46	Choke vests	Swimming
Various staffing costs	£9957:81	Various areas	Various areas
<b>Written by:</b>	Nicola Atkinson	<b>Date:</b>	23 <sup>rd</sup> July 2019