



**Thomas Eaton Primary Academy
Part of The Diamond Learning Partnership Trust**

Primary PE and Sport Premium 2017-18

Department for Education 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. It is important to emphasise that the focus of spending must lead to long lasting impact against the vision (above) that will live on well beyond the Primary PE and Sport Premium funding.

It is expected that schools will 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

It is a statutory requirement of Ofsted, under their Common Inspection Framework, to ensure that information on the use of the Primary PE and Sport Premium is available on our school website. One of the key purposes of putting information on the school website is to keep parents Informed.

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer.

This means that you should use the premium to:

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

For example, you can use your funding to:

- **hire qualified sports coaches to work with teachers**
- **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 or extending school sports clubs, holiday clubs and Change4Lifeclubs**
- **run sport competitions**
- **increase pupils' participation in the School Games**
- **run sports activities with other schools**

You should not use your funding to:

- **employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements - these should come out of your core staffing budgets**
- **teach the minimum requirements of the national curriculum – including those specified for swimming.**

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Providing an Active Breakfast Club • Greater attendance at local sporting events • Sporting coaches in school promoting sporting activities • Enhanced community links 	<ul style="list-style-type: none"> • Booster swimming for Y4-6 • Provide in-house sporting clubs

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
<p><i>The programme of study for PE sets out the expectation that pupils should be taught to:</i></p> <ul style="list-style-type: none"> • <i>swim competently, confidently and proficiently over a distance of at least 25 metres</i> • <i>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</i> • <i>perform safe self-rescue in different water-based situations.</i> 	
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of <u>last academic year (2016/17)</u> ?	86%
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of <u>last academic year (2016/17)</u> ?	82%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of <u>last academic year (2016/17)</u> ?	55%
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/No

Academic Year: 2017/18	Total fund allocated: £17,620	Date Updated: Summer 2018	
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 :	Actions to achieve:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> • Introduce an active breakfast club to encourage more pupils to attend school earlier and get involved in activities. • Introduce the daily mile to get all pupils undertaking at least 15 minutes of additional activity per day. • To purchase Healthy Movers – a sports information pack for Early Years 	<ul style="list-style-type: none"> • Members of staff to order food, prepare and supervise. • Identify a staff member to undertake activities (TA together with external coach). • Introduce activities in which all pupils can be involved • Identify course for daily mile. • Staff introduced to concept by Premier Sports and inducted into how to implement it. • Daily mile communicated to pupils and parents and implemented. 	<ul style="list-style-type: none"> • ABC introduced Jan 2018 • Daily physical activity for all attending the club. • ABC children had pedometers to record activity every day leading to improved fitness levels. 	<ul style="list-style-type: none"> • Due to success of the ABC school will offer wraparound care from Sep 2018. • DLPT to review daily mile to timetabling
<p>WIDER IMPACT AS A RESULT OF ABOVE</p> <ul style="list-style-type: none"> • Pupils are more active in PE lessons - take part without stopping to rest. • Standards achieved in PE NC are improving • Attitudes to learning improved - better concentration in lessons. 			

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement

School focus with clarity on intended impact on pupils :	Actions to achieve:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> • Premier Sports lunchtime provision (full year) for 38 term weeks. To encourage more pupils to attend school earlier and get involved in activities • Partitioning of PE store • Role models - local sporting representatives so pupils can identify with success and aspire to be a local sporting hero. 	<ul style="list-style-type: none"> • To employ additional member of staff to deliver structured play • Achievements are celebrated in assembly • Install partitioning in PE store • Ascertain which local representatives the pupils relate to and invite them into school. 	<ul style="list-style-type: none"> • To provide children with the opportunity to develop their social, communication and organisation skills through leadership roles in sport • Lots of new activities being offered and pupils more active at lunchtimes. • Reduced incidences of negative behaviour at lunchtimes • PE and sports equipment is maintained in good order • The notice boards are full of information about matches/clubs/results and pupils are keen to get involved. • Local sports representatives who have been in classes and spoken in assembly. 	<ul style="list-style-type: none"> • From Sep 2018 we will introduce the Playmaker Award • Regular Inventory of sports & PE equipment • Continue to maintain links with local sports clubs

WIDER IMPACT AS A RESULT OF ABOVE

- Pupils are very proud to have photos on notice boards etc. which is impacting on confidence and self esteem.
- See notes in Indicator 1 about attendance and attitudes to learning.
- Increased self esteem/confidence are having an impact on learning across the curriculum.

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:	Actions to achieve:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> • Dance Notes licence (music teaching resources and an online dance scheme used to supplement the Cambs unit) • To purchase Healthy Movers – a sports information pack for Early Years 	<ul style="list-style-type: none"> • To purchase subscription to Dance notes and Healthy Movers pack 	<ul style="list-style-type: none"> • Increased enthusiasm and knowledge in music/dance for all children • Early Years structured physical activity 	<ul style="list-style-type: none"> • Monitor participation in music/dance • Dance provided by DLPT from Sep 18

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:	Actions to achieve:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> • Continue to offer a wider range of activities both within and outside the curriculum (after school clubs) in order to get more pupils involved. • Focus particularly on those pupils who do not take up additional PE and Sport opportunities. • Purchase of new equipment to further enhance the PE & Sports stock 	<ul style="list-style-type: none"> • Involve external coaches to work with staff in clubs. • Consulted School Council prior to purchase of new equipment. 	<ul style="list-style-type: none"> • New clubs now running with higher uptake of children • Various new equipment purchased 	<ul style="list-style-type: none"> • Arrange a pupil survey to ascertain what pupils would like.

WIDER IMPACT AS A RESULT OF 3 AND 4 ABOVE

- Behaviour has improved particularly at lunch times and this has led to improved learning in the afternoons
- Very few instances of pupils not bringing kit to school and as a result progress and achievement in curriculum PE is good.
- More pupils say they enjoy PE and Sport and want to get involved in more activities.
- Pupils who were disaffected in school are now engaged and want to take part.

Key indicator 5: Increased participation in competitive sport

School focus with clarity on intended impact on pupils:	Actions to achieve:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> • Raise profile of competing for the school • Rugby (Northants. Saints Tackling Number) • To introduce additional competitive sports identified by pupils in recent survey in order to engage more pupils. • Transport to sports competitions/ festivals events • Engage more girls in inter/intra school teams particularly those who are disaffected. 	<ul style="list-style-type: none"> • Attendance at tournaments 	<ul style="list-style-type: none"> • Y4/5 attended hockey and cricket tournaments • Y3/4 attended tag rugby tournaments • Cricket coach in classes throughout the year • Kwik Cricket competitions competed in (Chance to shine) • Increased participation in competitive sport (especially girls). 	<ul style="list-style-type: none"> • Maintain TEPA visibility and participation at local sporting tournaments • Explore options for KS1 children

WIDER IMPACT AS A RESULT OF ABOVE

- More girls are keen to take part with a noticeable difference in attitudes to PE and sport.