

Yanwath Primary School

Evidencing the Impact of the Primary Sports and PE Premium

2018-2019

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

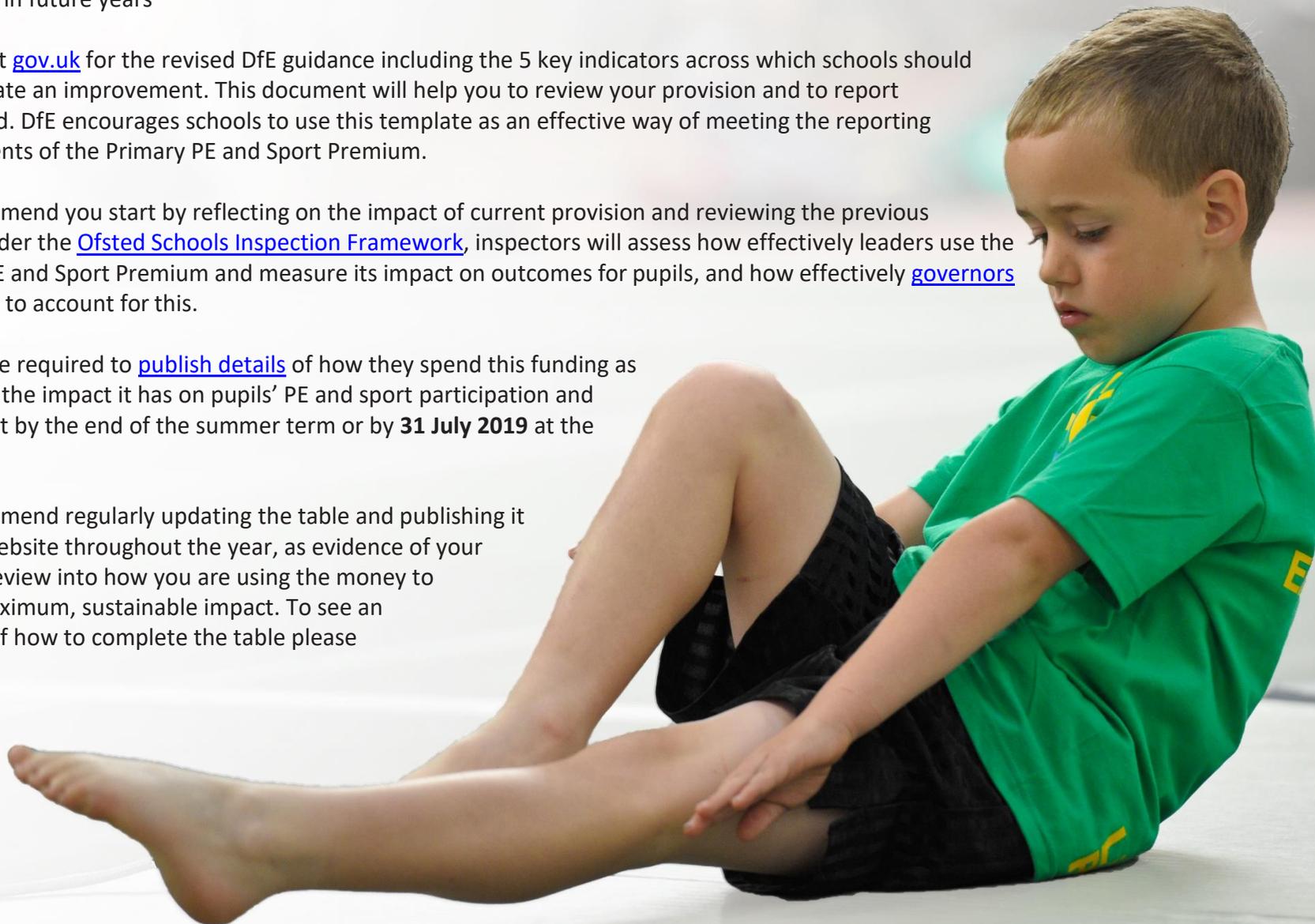
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit gov.uk for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment by the end of the summer term or by **31 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. To see an example of how to complete the table please click [HERE](#)



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements until July 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • High quality PE provision is continuing to develop through the use of highly skilled staff • More children and staff have a positive attitude towards physical activity • More Intra-house - Level 1 events taken place: indoor athletics, tag-rugby, mini-Olympics and sports day • Competitions/festivals between the Primary Schools from within the Trust • Improved play-time equipment, resulting in increased physical activity 	<ul style="list-style-type: none"> • Aim to provide a wider range of after school clubs • Increase opportunities for participation in competitive sport - Level 2 pathway • Further develop the use of 'Playground Leaders', particularly during lunch breaks • More robust assessment/tracking in place, that is informative and purposeful. To include opportunities for children to self-evaluate and engage in peer assessment. • To track more closely, the number of children involved in physical curricular activities and festivals/competitions. • Embed more structured opportunities for cross-curricular links with PE

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your children may swim in another year please report on their attainment on leaving primary school in the Summer term 2019.	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	Yes

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for students today and for the future.

Academic Year: 2018/19	Total fund allocated: £	Date Updated:	
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			Percentage of total allocation: 5%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:
To ensure all pupils have the opportunity for at least 30 min outdoor physical play and sports per day	2 x 1 hour PE lessons per week Improvement of outdoor facilities and equipment for break/lunch times. This is to include the purchasing of new playground equipment and playground markings. Playground to be organised into 'Zones' Year 5 children to be recruited to take on the role of 'Playground Leaders'.		Children much more 'active' and accessing the various playground equipment/markings on offer. Playground leaders appointed, following a recruitment process and training. These leaders have been involved in the organisation and running of physical activities as well as monitoring the use and upkeep of equipment. Purchased a portable speaker to be used outside, including at breaktimes. Children have enjoyed having the music and have put the cheerleading pom-poms to good use! Playtime observations and behaviour log showing less incidents of poor behaviour. There have also been less reported first-aid incidents since the implementation of 'Zoned' areas.
			Sustainability and suggested next steps: <i>Continue to develop the role of 'Playground Leaders/Buddies'</i> <i>Introduction and implementation of 'A mile a day' initiative throughout the whole school.</i> <i>Implementation of 'active' breaks within lessons through the use of free resources such as: Cosmic Kids Yoga, Brain Breaks.</i> <i>To display/share extra-curricular activities on a notice board, which informs all children of school activities coming up over the week, term and year.</i>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 5%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Celebration of sporting participation within school and also successes outside of school.</p> <p>Increase in participation across all age groups and number of events.</p>	<p>Weekly celebration assemblies</p> <p>Provide leaves for children to write their achievements on. These to be displayed on the 'Celebration' try on display in the main entrance in school.</p>		<p>Celebrated achievements in PE via the introduction of awards at weekly 'Celebration Assemblies'.</p> <p>Also, used the leaves from the tree as evidence of children's achievements.</p> <p>Both the above raised the profile of physical activity and provided a platform for children to share achievements from outside of school.</p>	<p><i>Improve gross motor skills of identified children within the whole school through the use of the 'Smartmoves' Programme. Opportunities for these skills to be further embedded into PE lessons and a possible Target Group for a specified extra-curricular club.</i></p> <p><i>To achieve the BRONZE award for the School Games Mark in 2019/20.</i></p> <p><i>To recruit 2 children from each class (KS2) to become 'Sports Council Representatives' to bring fresh ideas about school sport and PE.</i></p> <p><i>To develop the use of technology</i></p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				75%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Ensure that pupils are given high quality PE provision through the use of a PE specialist</p> <p>Staff to attend relevant training.</p> <p>Staff to assist qualified coaches, learning from expertise</p>	<p>Employ a teacher with PE specialism to ensure Quality First teaching.</p> <p>PE specialist to attend a number of PE courses and conferences throughout the school year. After each course, feedback to be given to all staff members and make any resources available to staff. PE specialist will regularly liaise with less confident staff members regarding delivering PE.</p> <p>PE teacher to work alongside all staff on a rolling rota to enable regular CPD through lessons.</p> <p>Send out a staff audit in the first half of the Autumn term 2018. This will help identify the strengths and areas for development in regards to PE subject knowledge.</p>		<p>Higher quality teaching of both gymnastics and games as a result of continued CPD.</p>	<p><i>Increased opportunities for CPD in PE through CET and other avenues. To incorporate: well-being and mental health.</i></p> <p><i>To embed a new assessment system. Recommend 'Participation and Achievement Tracker' (PAT) @£150. This will enable us to closely monitor children's progression and attainment. It is also a tool that allows us to gather the details of those individuals who do/do not attend physical extra-curricular activities.</i></p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 10%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Additional achievements: Increase the range of activities that children take part in. Such as: Lacrosse</p> <p>Purchase additional PE equipment</p> <p>Ensure the continuation of 'Bikeability Training' for UKS2. This is important to increase road safety awareness and to promote the use of bicycles for fun and transport.</p> <p>Provide opportunities for children to be involved in an orienteering activity off site.</p>	<p>Purchase additional PE equipment to further enhance current equipment levels. Better equipped PE lessons leads to increased opportunity for individual skill work.</p>		<p>Pupil feedback indicated that children enjoyed the introduction of the new sport Lacrosse. The main reason for this is that they felt that they were all on a level-playing field on entry. This provided opportunity for those individuals who deemed themselves not to be good at traditional sports, a chance to shine.</p> <p>Years ????? taken part in Bikeability - Levels ??? Pass rate???</p> <p>Year 2 upwards have been involved in 2 separate half days of OAA. Year 2 were involved in an afternoon of activities involving orienteering and archery. KS2 did orienteering, using a compass and controls.</p>	<p><i>Through extra-curricular activities: introduce the school to Tchoukball and Ultimate Frisbee</i></p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Develop competition/festival opportunities within CET and within the local area.</p> <p>All children to take part in 'Intra-school' events.</p>			<p>Children attended a number of events held by the CET. There would have been more had events not had to be cancelled due to the weather.</p> <p>The events included: dance festival, netball, football, tag rugby, cross country</p>	<p><i>Further develop the Level 2 pathway competition route. More opportunities need to be given and to all year groups.</i></p>