

Achieving through.....

Challenge • Adventure • Discovery

Evidencing the impact of Primary PE and Sport Premium 2018-19

Key achievements 2018-19:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none">• New apprentice joined the teaching staff and has established himself as a key member of staff. He now fully supports staff during 'Real P.E and Gym' sessions and leads games and athletics sessions for all year groups.• Apprentice plans and carries out daily physical activities with our EYFS children following the 'Real P.E' scheme of work.• Apprentice has introduced new initiatives to increase the amount of physical activity children are doing: Lunch time rewards for taking part in adult led activity. Morning 'Wake & Shake' club has been established with a considerable amount of children taking part on a daily basis.• New format for sports day ensured all children had practiced and then used a range of athletics skills within a team. A competitive element was also added, with races and relays for all age groups, enabling children to be celebrated individually for their sporting talent.• The children had the opportunity to take part in competitions and multi-sport days through the School Sports Partnership and links with other schools.• We have continued to invite an external coach in to deliver tennis sessions to all Key Stage 1 children over the course of the year and the children have developed their skills considerably. On the back of this we have recently started an after school tennis club.• We have a qualified Gymnastics coach that runs an after school club (subsidised by school) and has trained children in skills necessary for the Key Steps competition.	<p>Further develop the role of P.E Teaching Assistant to;</p> <ul style="list-style-type: none">• develop more inter school competitions through links with local schools.• Monitor and review the implementation of the new 'Creative Steps' scheme of work for dance.• Work with Active Cheshire to; -Change behaviours around travel to and from school -Engage parents in the mission to increase physical activity -Support staff to understand the benefits of physical activity and tools available to help.• Ensure full implementation of the Creative Steps dance scheme. <p>Further develop staff understanding of mental health issues (children and parents) and ways to support families.</p>

Academic Year: 2018/19	Total fund allocated: £18959	Date Updated: July 2019		
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: %
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>-Offer a variety of activities at lunch time to increase the percentage of children taking part in an additional 20 minutes of physical activity each day.</p> <p>‘Wake & Shake’ sessions offered to all children for 15 minutes 4 times per week to increase the physical activity each day and ensure children are ‘ready to learn.’</p> <p>-Introduce a ‘Daily Mile’ initiative so that ALL children are engaging in an extra 10 minutes of activity daily, and enable all children an active break between 2 morning lessons in order to keep their learning focused.</p>	<p>-continue to develop the role of the PE apprentice to ensure sessions are well planned and organised (time to work with P.E. co-ordinator).</p> <p>-Purchase new equipment for lunch time trolley.</p> <p>-look into purchasing new resources for action songs/dances.</p> <p>-continue to develop role of apprentice to ensure that sessions are varied.</p> <p>-Purchase new equipment to add variety.</p> <p>-plot a route around school grounds to cover distance.</p>	<p>PE apprentice salary for lunchtime- £447 P.E Lead time 4 hours £154</p> <p>£250 equipment (actual spend £340)</p> <p>£50 resources (actual spend £62)</p> <p>£150 equipment (actual spend £246)</p>	<p>To increase the amount of children taking part, the school council carried out a survey to find out children’s interests and what they would like to do. Based on findings, the PE apprentice is now following a plan devised by himself and the PE coordinator. A variety of sports (skills based) and activities are offered.</p> <p>Approximately 23% of children attend the ‘Wake & Shake’ sessions 3 days per week. Engagement levels within the sessions are high and children are developing a range of skills. Teachers have also noted positive attitude of children entering the classroom after the session.</p> <p>This has become a part of the daily routine and 100% of the children take part. Staff have judged it as having a positive effect on children’s learning, enabling them to refocus quickly for the next lesson.</p>	<p>PE apprentice/TA to continue his role in the next academic year. Activities at lunch time will continue to be offered on a rota system. Lunch times will also provide additional time for the apprentice to work with specific children in preparation for competitions, making more use of the school field.</p> <p>This will continue to be run by apprentice/TA 3 mornings per week. To work on developing variety of activities/skills practised.</p> <p>To continue to be a part of the school day. All members of staff are in support of the positive impact this has on children’s wellbeing.</p>

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
-Continue to promote taking part in adult led lunch time activities through rewards during celebration assembly, in order to increase the amount of daily active time for as many pupils as possible.	-Achievements to be celebrated during celebration assembly.		Children are motivated by the class reward (extra playtime) as a reward for winning the weekly participation and attitude award.	To be continued.
-Plan a 'Healthy School Week' to develop children's understanding of healthy eating and the importance of exercise. Include 'taster' sessions to introduce them to new sports.	-PE coordinator to plan & prepare this with headteacher and P.E. apprentice	P.E. Lead time £115 £500 for external coaches (Actual spend £325)	This proved to be a great success with 100% of children experiencing new sports and activities such as Yoga and dance lessons as well as a tennis session.	To be repeated next year, with even more emphasis on introducing children to new sports. Use the opportunity to engage parents (Active Cheshire Initiative)

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>-Ensure PE apprentice is fully trained in Real Gym/Real P.E in order to deliver high quality P.E. sessions across school, enabling all children to make good or better progress.</p> <p>-Staff to be supported by PE apprentice during Real Gym sessions to ensure participation and skill development can be closely monitored and developed rapidly.</p> <p>-Staff to assess children's progress in Real PE on a regular basis to ensure all children are making good progress.</p> <p>-Implement a new dance scheme of work to ensure all children have access to high quality dance sessions.</p> <p>-Raise the profile of mental health and wellbeing within the school, ensuring staff are aware of the importance of identification of issues within families so that intervention can be put in place rapidly.</p>	<p>-JB to support and guide for 3 afternoons</p> <p>-PE apprentice to support lessons through group work and team teaching.</p> <p>-Monitor assessments of children and ensure assessments are completed regularly.</p> <p>-purchase new scheme of work appropriate for EYFS & KS1 and train staff in delivery.</p> <p>- Provide training for all staff to ensure they have a basic understanding of child mental health first aid and to support children if and when required.</p>	<p>Cover for JB £250</p> <p>P.E. Apprentice £12,816 curriculum time</p> <p>Scheme £325, staff training inc. twilight £400</p> <p>£500 Mental Health First Aid training for all staff (INSET)</p>	<p>The PE Apprentice has had sufficient training enabling him to support and lead all PE lessons. Over the course of the year P.E. apprentice has developed excellent skills and is now delivering most P.E sessions, supported by teachers. This enables close monitoring of children's skill development. Staff continuously review and feedback to PE coordinator. Assessments show all children making good or better progress in P.E.</p> <p>Staff use the Real PE assessment forms and feed back to coordinator at the end of every term. This is then recorded and monitored.</p> <p>New scheme of work purchased and all staff trained and have been given resources and information as to how to access further resources and information.</p> <p>Staff have an increased awareness and more in depth knowledge. Children/parents with mental health issues have been identified and groups such as DH 'Talk About' session has been implemented and children/parents have given positive feedback.</p>	<p>PE apprentice to continue to develop skills by discussing and reviewing plans/lessons with staff/PE coordinator.</p> <p>To continue-ensure staff are still aware of this expectation.</p> <p>Staff have accessed the resources and begun to implement the dance scheme. Timetable for next year ensures dance to be taught over half term by P.E TA.</p> <p>Include "refresher" discussions during staff meetings on a half termly basis to maintain a good level of knowledge of mental health first aid. Look into further CPD/Interventions e.g. Thrive.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
-Continue to offer a wider range of activities outside the curriculum in order to get more pupils involved in activity and sport.	-Arrange a pupil survey to ascertain what pupils would like.		Dance, football, yoga and drama clubs are all well attended. Percentage of children accessing each club: Dance- 20% Football-38% Drama-20% Yoga-18% Tennis-9% Multiskills- 38% Gymnastics-12%	Continue to offer wide range of after school clubs and encourage participation.
-Focus particularly on those pupils who do not take up additional PE and sport opportunities by offering subsidised/free clubs.	-involve coaches to run subsidised clubs. PE apprentice to run free after school club.	£600 gym club (actual spend 548) £500 tennis (actual spend £620) -£447 P.E. Apprentice	Both gym and tennis clubs are subsidised and have good attendance records. 23% of KS1 children have attended gym club for at least one term. Tennis attended by 8% children for the year. PE apprentice multi skills club attended by 27 % of children for at least 1 term.	Gym and tennis club to continue to be subsidised. A variety of clubs to be offered throughout at the year run by PE apprentice/TA. Dance, Yoga and football club to be continued to be on offer all year.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
-To plan and set up inter school competitions with local schools to develop passion for competitive sports.	-Develop links with local schools and with their PE coordinator and apprentice set up competitions to be held termly at either school. -PE apprentice to support PE coordinator in organising and setting up competitions.	£300 for travel (actual spend £95) £150 for cover for P.E lead (actual spend £115)	12 children took part in a football competition with local schools. 8 children attended a cross country event and competed against 14 other schools.	To explore the possibility of setting up a KS1 competition, once per half term at each of the partner schools (Active Cheshire)
-Ensure there is an inclusive sports day planned but to include a competitive element to allow talented sports people to shine, and others to understand the importance of celebrating the success of others.	-PE coordinator to plan prepare sports day. Ensure all staff are aware of different activities and how to score. Children to be given multiple opportunities to practice through athletics sessions with P.E apprentice.	P.E Lead time £115 £150 for prizes/awards (actual spend £158)	New format sports day proved to be a great success with all staff noting the improvement in the skills children demonstrated. The decision to plan a series of lessons teaching specific skills used by the children during sports day was evident. Comments from parents also backed this up.	Continue to develop the track and field skills of children in preparation for sports day and beyond. Use the new format as a basis to improve sports day further.
-Attend the 2 local competitions for our age group (Key Steps and Road to Goodison) to enable children with sporting talent to compete against others.	-Ensure the gym coach is aware of competitions and expectations and routines. -Inform football coach of upcoming matches.	£170 for travel £200 for entry to comps	Both competitions were a success. In the football competition, 1 team finished as runners up overall. In the gym competition, 2 teams placed in the top 3.	Attend these competitions again with the aim to improve our success. Put in place time to prepare children and equip them with the necessary skills and understanding to achieve.

Allocation 2018-19; £18,959 (inc. £2159 from 18-19)	Actual Spend 2018-19: £18,448	
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