



Pendle Primary School 2018/19 Sport Premium Report

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 to date:	Areas for further improvement and baseline evidence of need:
<p>We have worked to get more children active, confident and willing to try new activities and challenges. We have set up a range of clubs both at lunchtime and after school. The impact has included a more positive experience at lunchtimes and an increased number of children are now more active. Staff CPD has taken place to help develop confidence in planning higher quality PE lessons. The school have put in place a programme for the G&T children in partnership with the SSP, this has seen a variety of sporting successes. Welfare staff have also taken training in skipping and introduced this in the playground to support children at lunch times. New resources have been bought through consultation with the PE coordinator and the welfare staff to ensure that children are continuously encouraged to be physically active at break times and lunch times. A new outdoor trim trail has also been installed to encourage participation in physical activity. A number of school visitors have attended school to provide the children with physically active sessions, whilst also linking physical activity to growth mindset talks to inspire the children through sport. Celebration weeks have taken place such as the schools World Cup week, this was a week within school dedicated to celebrating the launch of the FIFA Football World Cup there were up to 2 visitors in school each day providing opportunities for physical activity for all children in a number of sports linked to the various countries taking part in the competition.</p>	<p>To continue to develop the quality of teaching and learning of PE through the school. To further develop the environment outside to engage children in physical activity. Baseline of children's activity and identified a need to improve the amount of physical activity even more than it has at the moment.</p>

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?	98%

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	96%
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?	No

*Schools may wish to provide this information in April, just before the publication deadline.

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: £17 305.94	Date Updated: 16.07.19		
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: 56%	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To develop physical activity opportunities outside of curriculum time.	Extra curricular activities to be provided by teachers – cricket, netball, football, running	£9000	Engagement of physical activity across the whole school Large numbers of children taking part in extra curricular activities and representing school in team events	To look for more opportunities for KS1 offer of extra curricular clubs.
To further develop the outdoor space with additional provision for physical activity	Introduce physical activity provision in the Key Stage 1 area. – Plan tyre park for KS1 area Install tyre park for KS1 area Introduce the Weekly Mile across both Key Stages.		Tyre park installation Every KS1 class will have a slot on a rota to use the tyre park – teacher to monitor targeted children Impact – tyre park used very playtime and also evidence of planned use within KS1 during lesson time.	Monitor use – timetable each term.
To encourage a weekly mile around the field as part of the schools physically active program.	Develop a track on the cricket field for KS2 and on the school grounds for KS1. This will consist of a 400 meter pathway that will be suitable for both running and walking along.		Weekly mile implemented within school week A track on the field	
Impact on pupils will be: <ul style="list-style-type: none"> Increased engagement with PA Increased stamina 	The activities will take place before, after and during the break times of the school day. Opportunities will be open and accessible to children of all abilities, together with their siblings, parents and carers on family targeted days to increase engagement with physical activity.		Engagement of families/targeted groups – charity fun run with parents	

<p>To develop structured lunchtime activities through Sports coaches</p> <p>Impact on pupils, more opportunities to participate in physical activity at lunchtimes.</p>	<p>Coaches deliver a range of sports at lunchtime including: handball, hockey, football, multi skills, cricket, mini golf</p>	<p>£750</p>	<p>Impact will be a % increase in more children active at lunchtimes (July 2019 report). Reduction in behaviour incidents (CPOMS)</p>	
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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:
6%

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Role models - sporting personalities so pupils can identify with success and aspire to be a sporting hero.</p>	<p>Book sporting personality to inspire children with their story of overcoming adversity and achieving</p>	<p>£1000</p>	<p>To date we have booked in 2 Team GB athletes to visit the school and provide inspiration/physically active days across the whole school. The sessions included talks on growth mindset in order to try and inspire the children to achieve to the best of their ability in whatever they do. School values also linked to to resilience, perseverance, achievement, aspiration etc</p>	<p>To look for an inspirational athlete to inspire the children each half term.</p>

Inter-school competition to be given a greater profile.	Medals to be given to the winning team of inter-school competition to increase the desire and enhance competitive spirit when competing.	£90	Winning house were presented with medals at Sports Day. This provided the children with a goal for success.	To look at further opportunities for inter-school competition.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				4%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>In order to improve progress and achievement of all pupils the focus is on up-skilling the staff in gymnastics</p> <p>Impact on pupils is that their skills and understanding of gymnastics will increase.</p> <p>Teachers will also attend courses based on their needs highlighted from the skills audit.</p> <p>Subject leader to attend annual PE Conference to ensure relevant and current knowledge.</p> <p>Getting to Grips with Games activities for NQTs</p>	<p>Gymnastics CPD has been organized following staff audit. Staff to attend and implement ideas within their delivery of gymnastics. Subject leader to evaluate assessment of gymnastics units.</p> <p>Baseline audit of teacher confidence. Teacher attends relevant courses based on need. Teacher delivers units of work. Audit teacher confidence.</p>	£200	<p>Better subject knowledge for all staff - Increased confidence and better subject leadership skills enabling the subject leader to lead professional learning for all staff. Core tasks in gymnastics assessed to show impact on pupil progress.</p> <p>All staff attended staff meeting and implemented strategies within own lessons.</p> <p>Developed participant's confidence in delivering and assessing high quality games activities in primary school. Explained how to teach the basic skills and progressions in games activities.</p>	To implement further CPD opportunities that have been highlighted through the PE subject audit.
	Annual PE leaders course attended.	£250	<ul style="list-style-type: none"> Developed an understanding of the developmental stages of Lancashire's 5 key fundamental movement skills for under 5's. Developed observation skills of these skills and explored strategies to help the children improve their movement skills. Prepared reception children for the KS1 FMS baseline at the beginning of year 1. 	To implement any additional CPD needs that may be necessary.
	To support NQT in school with their delivery, assessment and confidence in PE.	Free		To provide any additional CPD needs as required.

EYFS CPD course - The Lancashire 5 fundamental movement skills (FMS) for Under 5's	To support EYFS staff with their understanding/delivery of the 5 key fundamental movement skills for under 5's.	£300	EYFS staff now have a much more progressive scheme of work that will assist with their delivery of PE and assessments of the skills carried out. Evidence from observations show clear impact on delivery of PE lessons in EYFS.	To provide any additional CPD needs as required.
EYFS Lancashire scheme of work CPD course	To provide EYFS staff with a more structured and progressive scheme of work that they are confident to deliver.			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				25%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To offer a wider range of activities both within and outside the curriculum in order to get more pupils involved in physical activity and sport	<p>Arrange for pupil feedback through the School Council to ascertain what pupils would like.</p> <p>Activities to book in</p> <p>Each year group to be take part in a subsidized outdoor adventure day to encourage physical activity.</p> <p>Further taster days which will offer a wide variety of sporting opportunities to try and capture the interest of every child and hopefully inspire them to take part in physical activity.</p>	£3000	<p>Children's evaluation</p> <p>Teachers evaluations on taster days after they have been held (to be completed as and when).</p> <p>VIP meetings – Report shows clear evidence of children's views.</p>	<p>Staff keener to get involved thus ensuring the extra activities will not only continue but there will also be an expansion.</p>

	Contribution to PGL physical activity holiday.	£ 880	All Year 6 children experience a wide range of outdoor activities – abseiling, canoeing, raft building, archery etc	
	Contribution to Year 5 Waddow Hall trip. Physical activity day.	£117	All Year 5 children experienced a range of outdoor activities – climbing, canoeing, archery, fencing	
	After school clubs led by teachers. Currently: Football club Netball club Running club Rugby (Spring Term) Cricket (Summer Term)		Improved participation in lunchtime/after school clubs. Up to 50 children have attended lunchtime clubs on a particular day.	To explore ways to increase participation in lunchtime clubs during the Autumn/Spring Terms.
	Other extra-curricular clubs offered by external qualified coaches: Athletics (Summer Term) Football (EYFS) KS1 Olympics KS2 Olympics Cheerleading Dodgeball Dance Multi-Sports Cricket (Free club offered by professional cricketer)			
	Rubicon – Skateboard taster session	£300	All KS2 children were provided with the opportunity to take part in skate boarding sessions. The children were very enthusiastic and developed new skills.	Plan taster sessions each half term

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				13 %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Increase number of Level 2 competitions entered through SSP</p> <p>Increase number of Level 1 (focus) competitions delivered in school.</p>	<p>Plan out L2 competitions to attend from SSP calendar.</p> <p>Encourage more TA involvement and support in attending additional competitions</p> <p>Staff awareness of Level 1 competitions incorporated in the SOW.</p> <p>To deliver one Level 1 competition in 2018/19</p>	£2225	<p>Increased % of competitions attended and increase in % of numbers of children competing at Level 2 based on 2017/18 data.</p> <p>Increased number of children participating at a L1 competition</p> <p>Staff aware of where the L1 competitions are within the SOW</p>	<p>Consolidate number of competitions and look to increase number of children.</p> <p>Try to reach more Level 3 competitions. Cricket was achieved last academic year.</p> <p>Staff to deliver two L1 competitions from curriculum map and SOW.</p>