

St Gregory's Catholic Primary School

**Evidencing the Impact of the
Primary PE and Sports Premium Funding
2016-2017**

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:
<ul style="list-style-type: none"> Children are making more conscious decisions about movement and space. They transfer this independent thinking across the curriculum and are better prepared to transfer skills into game situations. Staff meeting with Fit4schools provided staff with the knowledge and understanding of how to develop this. Pupils from year 5 with a willing attitude and good ability in PE and sport have been trained to deliver lunchtime activities for the next academic year. They will also be utilised as a sports council for the coming year, aid in the audit of resources for lunchtimes and curriculum and also be the drivers/ambassadors of fitness across the school. Fitness sessions, combined with the fundamental movement skills teaching, ensures that children are exposed to fitness opportunities regularly. Next year, timetabling must show that fitness is taking place and has a designated slot (even if half a lesson) in order for it to be monitored and to see the progress and benefits of children's participation. This can be an easily achieved target this year as the Fit4Schools materials, which are also accessible at home, can be used to ensure regular fitness is taking place. Furthermore, playground signage with fitness program cards printed on them, will undoubtedly boost the profile of fitness. Levels of achievement have improved and pupil's progress is more rapid. Pupils are make more conscious decisions about movement and space. They transfer this independent thinking across the curriculum and are better prepared to transfer skills across activity areas Pupils are more active and records indicate that levels of fitness have improved by 29.03% Improved confidence, knowledge and skills of teachers through appropriate CPD has supported an increase in pupil progress. CPD has provided the Subject Leader with knowledge and skills to effectively monitor and evaluate provision and pupil achievement. Additional swimming for targeted pupils has resulted in only 17% of children requiring intervention next year to be on track to reach end of key stage expectations (25M) 	<ul style="list-style-type: none"> Embed a PE leaders programme putting training to use and provide a more varied lunchtime for all pupils across the school. Use these children to also promote active lifestyle initiatives in classes across the school, e.g. an additional, daily 30-minute physical activity target Share practise of teaching across phases for all staff. A team-teach approach will develop practise for all, particularly new staff. This will be a great way of encouraging new ideas, staff taking risks in their delivery of PE and also develop differentiation (support and challenge) within lessons. Track progress of pupils and develop a strategy of intervention for low scorers on the fitness program Provide further opportunities for competition across the academy Develop resources for physical activity opportunities around the school environment Upskill new staff and those who wish to develop understanding in specific areas Increase children's aspirations in PE and sport by arranging for sports visits and visitors to engage them. Make an explicit link in praise assemblies to acknowledge sporting achievements.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
<p>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 last academic year?</p>	<p>87 %</p>

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 last academic year?	80%
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 last academic year?	66%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <u>over and above</u> the national curriculum requirements. Have you used it in this way?	Yes: we identified a group of pupils who were below expectations and provided additional swimming sessions as an intervention.

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: 2016-2017		Total fund allocated: £8, 900		Date Updated: September 2017	
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: 31%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
<p>Work with Fit4Schools to develop and embed fitness and fundamental skills in weekly practice (for the benefit of pupils and staff)</p> <p><u>Context /Rationale</u> Fundamentals was an issue across the school, with monitoring showing that children were inconsistent in their proficiency of simple activities, i.e. balancing on one leg for a sustained period, catching and throwing with accuracy using different hands and distances/heights, spatial awareness when on the move etc.</p>	<ul style="list-style-type: none"> Staff meeting to upskill on fundamentals and fitness teaching Baseline and interval tests for fitness to measure impact Gifted & Talented, intervention to take place for those identified from data Promote activity and fitness by handing out certificates for buddies, Gifted & Talented and most improved from testing sessions. Also display weather durable banners for playground/fitness area Promote training cards to be accessed from home 	£2750	<ul style="list-style-type: none"> Overall school fitness improvement of 24% Girls making 37.16% overall improvement from baseline Boys making 19.81% overall improvement from baseline <p>Children are making more conscious decisions about movement and space. They transfer this independent thinking across the curriculum and are better prepared to transfer skills into game situations. Staff meeting with Fit4schools provided staff with the knowledge and understanding of how to develop this.</p> <p>The percentages given suggest children's fitness levels across the school, however, a more in-depth look at the differentiated testing process (intensity and difficulty of performing ABCs competently increases for each phase) shows that the 'fitness tests' don't simply assess how long a child can keep going for; in actual fact, the tests incorporate the ABCs and gives an insight as to which areas need</p>	<ul style="list-style-type: none"> Further develop the fitness program as part of physical activity opportunities outside of curriculum time Promote the schools push on physical activity and fitness to parents and create home-links 	

			improvement for staff to integrate into planning for the next half term. The test process focuses more heavily on the accuracy of completing an activity rather than the frequency of performance over a timed period.	
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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:
				3%

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Sports leaders program to be introduced and developed to raise expectations in physical activity outside of curriculum time	Use coaches from Fit4Schools to work with subject lead and group of confident/enthusiastic Year 5 children to promote physical activity at lunchtimes	£250	<p>Pupils from year 5 with a willing attitude and good ability in PE and sport have been trained to deliver lunchtime activities for the next academic year.</p> <p>16 Y5 pupils [8B & 8G] have been trained to deliver lunchtime activities for the next academic year</p> <p>11 of these pupils have shown a rapidly improved sense of responsibility</p> <p>All the pupils say they have:</p> <ul style="list-style-type: none"> - improved their ability to communicate with other children, - increased their confidence, patience and ability to think creatively 	The group will be utilised as a sports council for the coming year, aid in the audit of resources for lunchtimes and curriculum and also be the drivers/ambassadors of levels of activity across the school to raise the profile of PE and sport

See above for:

- notes on home-school fitness links
- fitness banners around the school for display

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				37%

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<p>Staff CPD for NQTs and RQTs</p>	<ul style="list-style-type: none"> • Staff to go on training to look at how to progress children in their class, ensuring that the children in their class are catered for on their own merit with differentiation and challenge provided. • New initiatives for how to develop concepts in engaging ways is also to be explored. 	<p>£450</p>	<ul style="list-style-type: none"> • Teaching from both the NQT and RQT was graded as good with outstanding elements after CPD sessions focussed on differentiation, continual movement and progression of skill. • Children in their lessons were enthused by the opportunities presented to them and thrived on challenge and prospects for success • Pupil progress in these groups was observed to have been more rapid and they were more active throughout their lessons. 	<ul style="list-style-type: none"> • Ensure staff across the school get added CPD opportunities to improve on areas they may lack in confidence • Look to NQT and RQT to develop their learned concepts as part of early staff meetings in autumn 2017
<p>DanceDesk subscription and curriculum support</p>	<ul style="list-style-type: none"> • Provide subscription to Coordinator network including CPD. National & professional support memberships. • Improve teaching and provide new ideas for the curriculum. • Improve confidence of teachers to deliver high quality PE with up-to-date pedagogy • Gain support in developing policy and assessment. • 	<p>£750</p>	<ul style="list-style-type: none"> • Coordinator upskilled and able to support development of other staff. • Membership of professional organisations ensures school has latest knowledge, guidance and resources • Teachers upskilled impacting positively on pupil achievement and quality of teaching and learning which will be at least good • Increase in amount of physical activity across the school including lunchtimes/break times • Training for staff delivered based on needs from questionnaire • Policies and practices updated; including assessment 	<ul style="list-style-type: none"> • Continue with subscription to ensure support remains and the school is kept best informed with the most recent practice and legislation
<p>Develop current tracking systems in school to identify where challenge needs to be provided and support needs to be given</p>	<ul style="list-style-type: none"> • Use assessment tools to track skill acquisition • Use tracked data to close the gap with groups across the school and provide further opportunities for groups that excel • Identify where physical basic skills need to be implemented to ensure 	<p>£500</p>	<ul style="list-style-type: none"> • Pupil premium children made an overall improvement of 39% across the school • SEN children made an overall improvement of 22% across the school • EAL children made an overall improvement of 32% across the school 	<ul style="list-style-type: none"> • Continue to track groups but also to implement a more rigid intervention system to raise attainment for groups with slower rates of progress. • Signpost the most able to community sports clubs if they don't participate already

	groups of children are given the right steps for progression			
Supply staff to cover for subject leader, NQT and RQT to attend competition days, courses and subject-based release time	<ul style="list-style-type: none"> • Children have the opportunity to participate in inter-school competition during school hours • Subject leader receives CPD and obtains key information, processes and policies to implement in school • Monitoring and subject maintenance/development can be kept up-to-date • New initiatives brought into school 	£1600	<ul style="list-style-type: none"> • Updated and maintained legal paperwork, policies and procedures, which has in turn, reduced the number of behavior incidents and accident reports. • Opportunities broadened for children to compete and succeed (see data in Key Ind 5) • Children have competed and experienced success, developing confidence • Training for staff delivered by Subject Lead on return from courses with new initiatives • Regular monitoring of practice, assessment and planning to maintain high expectations and track pupil progress and achievement 	<ul style="list-style-type: none"> • Ensure that new concepts brought back into school this year, are a part of the schools PE and school sport identity next year • Allow cover to be arranged so that other staff can experience competition days and take a broader range of children to level 2 competition

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				22%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Resources – top-up basic teaching aids and invest in wider curriculum opportunities	Provide equipment / resources to introduce new sports into the school, to improve delivery of existing ones and to support wide range of lunch time and after school sports activities.	£675	<ul style="list-style-type: none"> • Pupils have an active and enjoyable lunchtime. • Pupils learn and participate in new sports, developing new skills, resulting in an increase of pupils' health and fitness • Positive impact on behaviour and social skills through being engaged in sport • Pupils have active lunchtimes – even fewer behaviour incidents • Pupils report increased enjoyment of being active in a variety of sporting domains 	<ul style="list-style-type: none"> • Invest in improved playground markings for children to develop a more independent and self-driven attitude to physical activity <p>Get sports leaders to run mini-competitions using resources and markings effectively</p>
Provide additional swimming for children in Year 4	<ul style="list-style-type: none"> • This particular year group was far below end of key stage expectations when swimming in Year 2 • Arrange with SLT when they have availability for us to have additional sessions over the spring term • Arrange consent forms and risk assessments • Ask SLT to run baseline tests so intervention can be measured 	£1,275	<ul style="list-style-type: none"> • Gap was closed in level of attainment so that there are fewer children needed for the intervention group in the next academic year • Now, only 17% of children will need added intervention when swimming next year to be on track to reach end of key stage expectations (25M) • 16% of children in Year 6 swim competitively 	<ul style="list-style-type: none"> • Implement intervention for swimmers needing to reach 25m in Years 5 and 6 • Continue with additional swimming year group in the spring term • Continue to promote swimming competition, particularly amongst boys

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				7%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<u>Level 2 competitions</u> Swimming Gala x2 Dance Comp Archery Comp Fencing Comp Football League Fit4schools sports day	<ul style="list-style-type: none"> Key Stage 2 children Including G&T and a spread of boys and girls to be entered High scorers on the fitness program to attend sports day Increase competition element of the curriculum and also build upon the Level 1 competition structures being implemented in school 	£410	<ul style="list-style-type: none"> New competition sports introduced include: 2015: football, cross country, tag rugby, handball 2016: football; dance; gym; cricket; swimming; cross country A greater interest is shown in after-school provision of dance, gymnastics and the arts Children have competed, experienced new events and experienced success in all competitions After school attendance from both Key Stages has been at its maximum for the first time in recent years (gymnastics and dance in particular) Increased representation in school competition. Children taking part in level 2 competition: Y3: 32% Y4: 34% Y5: 40% Y6: 63% All pupils now participate in at least three level 1 school competitions annually	<ul style="list-style-type: none"> Develop competition for KS1 Ensure a wide range of competitions are on offer to take the interest of boys and girls (audit with questionnaire) Develop competition across the academy to tackle time and travelling constraints that are obstacles to participation
Travel – to enable children to take part in inter-school competitions, matches and attend sporting events e.g. swimming gala, football matches etc.	<ul style="list-style-type: none"> Highlight competition for the year Draw up letters for consent and key information Work with staff to identify key candidates for participation 	£200	<ul style="list-style-type: none"> Pupils able to take part in events and use facilities beyond immediate locality of school No cost to parents for transport Increased number of pupils able to participate in competitions that were 	<ul style="list-style-type: none"> Manage travel and competition opportunities as an academy to reduce costs and increase participation Over next 2 years consider establishing some parental contribution to cost, where able to but consider fund raising,

	<ul style="list-style-type: none"> Negotiate costings for travel if timings of events are inconvenient for parent/guardian support 		previously unattended because of accessibility/distance	school fund PTA etc.]
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School Budget Allocation for 2017-2018 – £1000

- Warm-up and Cool down video software (Jumpstart Johnny) – £150
- Remaining funds to enhance resources – £850

Swimming Spend for 2017-2018 – £1,987

Sports Premium Allocation for 2017-2018 – £17,830

- Additional Swimming (included in above cost) – £598
- DanceDesk – £750
- Fit4Schools Fitness & Fundamentals Programme (combined CPD and Sports Leaders training) – £1875
- Group Intervention – £390
- Fit4Schools Healthy Lifestyles Workshop – £550
- Orienteering mapping of school grounds CD with lesson plans, games & activities, plus the software used to edit control locations – £1430

The PE budget has been used to develop resources to date to enhance the experiences children have within sessions. Supply cover has also been taken from the budget for the PE coordinator to attend training and conferences. Sainsbury vouchers have continued to be a support to the school and have been used to invest in new resources for lunchtimes. Furthermore, the budget has been used to provide the EYFS with basic equipment of their own that can be used to promote PE and school sport in the explorative stage of their learning.

As part of the PE package through DanceDesk, support has been given to the coordinator through subject-related network meetings, assessment updates and PE conferences. As part of the package, the DanceDesk advisor will visit for a 1-1 session with the subject lead to review policy, funding and teaching and learning; plus, she will also have contact time with school staff in the form of a twilight at a later date in this school year.

Money from the budget has also been allocated to ensure Years 3, 4 and 6 complete the expectations of the swimming curriculum (additional swimming). Part of the budget may also be used for an added swimming intervention/splash week towards the end of the academic year to ensure all children are meeting the expected standards (if necessary).

A large percentage of the sports premium money this academic year has been spent to bring in Fit4Schools to develop and embed fitness and fundamental skills in weekly

practice (for the benefit of pupils and staff). As part of the package with Fit4Schools, we now have access to their assessment tools to track fitness and fundamental movement skills. The data and reports created for us from the provider allows the PE coordinator to view reports on a variety of categories: Key Stage, Gender, Year Group, Class, SEN, Pupil Premium and EAL. Class teachers can also use the data to monitor and asses your own class.

Upcoming actions for funding:

- Bikeability
- Balanceability
- Playground enhancements (Trim Trail)
- MAC sports day
- Cover costs for staff to access CPD
- Balance Bikes for EYFS?