

PE Premium

Funding Report

2018-19

Prepared by: Sarah Burnard and Sarah Evans (Autumn 2018)

**Woodloes Primary School**

**PE Premium Funding**

**2018-2019**

**In line with Government expectations, Woodloes school will aim to 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

**Swimming**:

Swimming is an important skill and can encourage a healthy and active lifestyle. The programme of study for PE sets out the expectation that pupils should be taught to:

•swim competently, confidently and proficiently over a distance of at least 25 metres

•use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]

•perform safe self-rescue in different water-based situations.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|

|  |  |
| --- | --- |
| Swimming and Water Safety | Please fill out all of the below: |
| • 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? | 88% |
| • 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? | 72% |
| • 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? | 72 % |
| • 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 |

 |
|  **2017-2018 Review**

|  |  |  |  |
| --- | --- | --- | --- |
| **Action** | **Pupil Outcome** | **Actual impact on pupil’s participation and achievement in PE and School Sport** | **Next Steps** |
| Organise a whole school physical fun activity and well-being week. | All pupils enjoyed a whole a week of performing arts and physical activity inside and outside of the classroom. | More children from school took an interest in dance group.Teachers from the school motivated to teach street dance. | To repeat arts week and include a different variety of physical activities. |
| Staff to attend CPD training to address identified needs. | Improved subject knowledge and breakdown of skills. | Teachers gaining more in-depth knowledge enabling them to deliver further skills in sports such as volleyball, handball and hockey. | Research schemes which include assessment opportunities and ownership of learning for children. |
| Create a strategic plan to implement a whole school house system and notice boards as well as purchasing a house cup. | Pupils more aware of healthy competition amongst houses. Pride of participation and achieving points for their house. | School competition values have been embedded and celebration of house points and winners have been displayed in the large hall. Sense of belonging to a house and working together as a united team. | Children take ownership through leadership of house captains. |
| Purchase t-shirts with school name and logo. | Children wore new vests to competitions with a sense of pride and belonging. | Increased interest and participation in intra-school competitions. | Research into ordering more kit due to wear and tear as well as alternatives for different weather conditions. |
| Two-wheeled bikes purchased for reception and year 1. | Bikes being used regularly to support activity. | More children able to ride two-wheeled bikes as well as developing a sense of balance. | Continue the cycle of equipment and consider Nursery provision to support physical activity development. |
| Continue the cycle of renewal for equipment used within PE lessons and sport activities. | Pupils are better equipped with modern equipment to participate in lessons. | Teachers have taught lessons that have not previously been delivered such as badminton, handball and volleyball, giving children a wider breadth of study. | Continue cycle of equipment supporting physical activity. |
| Take part in school games activities and inter-school sports leagues. | Partnership and school games competitions were entered and pupils took part in a variety of events. | Children developing confidence in taking part and competing against other schools. | Continue to work alongside the local sports partnership to provide sporting opportunities. |
| Links with local clubs, encouraging pupils to be active outside of school. | Pupils have in-school links with local multi-sports, dance and judo clubs. | Pupils have a wider choice of physical activities outside of the classroom. | Continue to reach out to local sports clubs to form affiliations. |
| Pupils experience high quality PE lessons within school including use of safe equipment. | Use of whiteboard for formative assessment of skills. Pupils have written and verbal instructions within lessons. Illustrations are used to support teaching. Pupils have access to better equipment. | Children are more aware of learning objectives and the skill progression involved in individual lessons. Lessons are more prompt due to organisation of equipment, allowing more active learning time. | Investigate other methods of supporting visual learners as well as accurate self and peer assessment. |
| An increase in pride of appearance while taking part in sport and PE. | Children show an increased pride in sporting appearance. | Pupils attended cross country and athletics events in team kits rather than PE kit. | Review sports kit for additional sporting events. |
| Staff to be trained over 12 months in outdoor activities to include forest school and outdoor pursuits. | Pupils are more active more often and are able to safely take risks in a controlled environment. | Pupils showed high engagement during forest school sessions and developed social skills including teamwork and supportive approaches. | Research and implement cross curricular outdoor learning. |

 |
|  |
|  |

|  |
| --- |
|  |
| Choose an item.% |
| Choose an item. % |
| Choose an item. |
| Choose an item. |

**2018 / 2019 Funding Report**

**Vision**: **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.

**Objective**: To achieve **self-sustaining** improvement in the quality of PE and sport in primary schools against 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

|  |  |
| --- | --- |
| Academic Year:**2018/2019** | **Total fund allocated:£16,000 + £10 per pupil** |
| A | B | C | D | E | F | G | H |
| **PE and Sport Premium Key Outcome Indicator** | **School Focus/planned impact on pupils** | **Actions to achieve** | **Planned Funding** | **Actual Funding** | **Evidence** | **Actual impact (following review) on pupils** | **Sustainability/next steps** |
| 4. broader experience of a range of sports and activities offered to all pupils | Pupils are involved in whole school physical activity opportunities. | Arts week to include alternative physical activities such as martial arts. | £1000 |  | All pupils involved in a whole week of physical activity where they show understanding and motivation to be active. |  |  |
| 3. increased confidence, knowledge and skills of all staff in teaching PE and sport | Pupils are involved in assessing their skills and understand how to progress. | Research into a whole school scheme that includes pupil assessment of skills. | £1000 |  | Pupils will engage in assessment and be aware of their next steps. |  |  |
| 2. the profile of PE and sport being raised across the school as a tool for whole school improvement | Pupils take an active role in leadership in competitions as house captains. | Select house captains and purchase badges and house captain t-shirts to be worn at sports events. Purchase media device to promote and showcase sporting house events and results. | £100£900 | Sporting events and results will be uploaded by house captains and showcased for all pupils, adults and visitors to see. |
| 2. the profile of PE and sport being raised across the school as a tool for whole school improvement | Increased interest and participation in intra-school competitions. | Order more kit for different weather conditions. | £500 |  | Children will wear the kits to sporting events in all weathers. |  |  |
| 2. the profile of PE and sport being raised across the school as a tool for whole school improvement | Pupils will develop improved balancing skills. | Research and purchase balancing equipment for EYFS children. | £800 |  | Pupils will use balancing equipment that is purchased. |  |  |
| 4. broader experience of a range of sports and activities offered to all pupils | Pupils have specific equipment to support their learning needs. | Staff given a budget for their year group relating to long term PE plan.Teachers to team-teach with an expert in a specific area of PE  | £2000 |  | Lessons will be well equipped. |  |  |
| 5. increased participation in competitive sport | Pupils take part in school games activities and inter-sports leagues. | Enter school games activities.Organise transport and adult support to attend and transport children to events. | £2500 |  | Increased pupil involvement and number of school games activities attended. |  |  |
| 1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles | Links with local sports clubs to encourage pupils to be active outside of school. | Contact WASPS and local sports clubs to lead assemblies to promote a range of sports.  | £400 |  | Assemblies provide information for pupils and more pupils attend local sporting clubs. |  |  |
| 3. increased confidence, knowledge and skills of all staff in teaching PE and sport | Pupils are engaged and motivated to improve by self and peer assessment. | Purchase iPads to use a tool for recording evidence and analysing PE skills. | £1920 |  | iPads will be utilised by staff and pupils during PE lessons as well as being used to share best practice. |  |  |
| 2. the profile of PE and sport being raised across the school as a tool for whole school improvement | Pupils develop positive learning behaviours to sports and PE through observing adult role-models. | Purchase uniform for all teaching staff and teaching assistants who are linked with sport. | £500 |  | Pupils more motivated to wear correct PE uniform during lessons. |  |  |
| 1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles | Pupils take part in outdoor physical activities, resulting in the promotion and development of healthier lifestyles. | Design and purchase booklets for the ‘Daily Mile’ and promote through all key stages. | £600 |  | Pupils will have completed a ‘Daily Mile’ booklet. |  |  |

Date: 1st November 2018

****Review Date: 1st June 2019

Completed by: Sarah Burnard and Sarah Evans

PE Co-ordinators