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PE Premium

Funding Report

2017-18

Prepared by: Matt Clark and Sarah Evans (Autumn 2017)

**Woodloes Primary School**

**PE Premium Funding**

**2017-2018**

**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.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | 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? | 70 % | | • 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? | 70 % | | • 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 | | |
| **2016 -2017 Review**   |  |  |  |  | | --- | --- | --- | --- | | **Action** | **Pupil Outcome** | **Actual impact on pupil’s participation and achievement in PE and School Sport** | **Next Steps** | | Set up and delivery of a physical activity league to promote participation and healthy lifestyle choices. | To increase participation in physical activity and knowledge of healthy lifestyles. | Children are more aware of the opportunities that are available to them within school and are becoming more active. | To continue to develop the range of activities available and form a whole school competitive ‘house’ system. | | Continue the cycle of renewal for equipment used within PE lessons and sports activities | Enable children to perform to access suitable equipment to achieve their full potential during lessons / activities. | Lessons are now much better equipped for a wider range of sports which has allowed more ‘hands on’ time for pupils. (not having to share equipment) | To continue the cycle of equipment and develop a wider range of equipment available. | | Regular sports reports / awards/ summaries of activities to be shared on website and in assemblies. Staff to be offered sports t-shirts to wear on days that they are delivering PE. | Children to be more aware of sports clubs and activities. The profile of school sport to be raised around school. | Lack of kit / injuries has been noted by members of staff as having decreased over the last year. When asked, children feel as through they get enjoyment from their PE sessions. New after schools clubs have been introduced as demand has increased. | To continue to offer a wide range of both afterschool and lunchtime clubs for children to attend. Use social media (VLE / Website) to share club details more regularly. | | Create a notice board displaying the School Games values and embedding them through their school life. | Promote to all pupils the School Games values and their importance. | The school games values have been embedded into lessons, including our PE noticeboard and have become a prominent feature of our School Games Day. | To use the school website / VLE / Socil Media to promote the School Games Values further. | | Use Young Ambassadors to deliver change for life clubs within school.  Set up a team of Sports Leaders to deliver lunch / break time activities across the school. | Increase the number of children leading physical activities. | Breaktime fitness leaders / play leaders and Young Ambassadors have been identified and implemented throughout the school. | Provide a cycle of training for young leaders (possibly offering official qualifications). | | Identify opportunities to target less active pupils and provide a club for them to get active (eg. Walking club, non-contact boxing, change for life club). | Wide range of curriculum and extra-curricular opportunities on offer to all pupils. | We have met the requirements to achieve the School Games Mark this year and are awaiting confirmation of the award. | Review the weekly timings of popular activities to maximise their attendance. | | Establish links with local sports clubs.  Display links / affiliations on school sports website page. | Links with local clubs encouraging pupils to be active outside of school. | We have links with local football teams, Judo and Dance coaches established. | Work more publicly with local sports clubs to highlight the links that we have. | |
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**2017 / 2018 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

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| Academic Year: **2017/2018** | | **Total fund allocated: £19,970** | |
| 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 |
| 1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles | Pupils to gain awareness of alternative physical activity opportunities leading to an increased desire to be active. | Organise a whole school Physical Fun Activity day and Well Being Week.  Arrange a visit from a Sporting icon / health and fitness guru.  Arrange for sports coaches / demonstrations | £1500 | £1500 | All pupils involved in a whole day of physical activity inside and outside the classroom.  Children show a greater understanding and motivation to be fit and active. | 100% attendance at whole school sports day.  Regular health and fitness sessions included in curriculum time. | Increase opportunities for influential visitors / activities to promote healthy lifestyles. |
| 3. increased confidence, knowledge and skills of all staff in teaching PE and sport | Children receive outstanding PE teaching supported by new resources. | Staff to attend individual CPD training to address identified needs. | £1,400 | £1800 | Monitoring of teaching though lesson observations. | Whole staff CPD was delivered meaning that pupils benefited from a wider range of activities being delivered and supported throughout the year. | Develop ways of increasing staff knowledge through CPD and teacher / coach pairings. |
| 2. the profile of PE and sport being raised across the school as a tool for whole school improvement | Children to take ownership of reporting on sports events and promoting them to their peers | Purchase a PE Ipod’s for children to use when sports reporting. Regular sports reports / awards/ summaries of activities to be shared on website and in assemblies. | £360 | Children to write and publish their own sports articles following on from sports events. |
| 2. the profile of PE and sport being raised across the school as a tool for whole school improvement | Children have an increased awareness and involvement in the school’s competitive house system. | Create a strategic plan to implement a whole school house system and notice boards. Purchase House Cup. | £550 | £500 | House system in place building up to a finale at our School Games Day. | Pupils much more aware of their houses and engaged in regular competition between houses. | Increase sporting competition activities for houses to include break time and lunchtime. |
| 2. the profile of PE and sport being raised across the school as a tool for whole school improvement | A decrease in the number of pupils missing out on PE lessons due to lack of appropriate kit.  An increase in pride of appearance while taking part in Sport and PE. | Purchase house t-shirts with house name printed and sell at a supplemented cost. | £1000 | £600 | All children to wear coloured (House) T-shirts during PE lessons and during intra school competition. | House captain badges and staff sports clothing created a greater sense of pride in appearance for PE and activities. | Continue to purchase of staff clothing for PE and potentially house captain t shirts to be worn in PE lessons. |
| 4. broader experience of a range of sports and activities offered to all pupils | Skills developed in competently riding a bike. | 15 Balance bikes and 15 two wheeled bikes purchased for Reception and Year 1. | £975 | £1300 | Children achieving objective linked to balance, agility and control on their Early Years Assessments. | Balance and pedal bikes in KS1 / EYFS being used regularly to support activity. | Continue the cycle of equipment to support early years physical activity development. |
| 1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles | Enable children to perform to access suitable equipment to achieve their full potential during lessons / activities. | Continue the cycle of renewal for equipment used within PE lessons and sports activities. | £2000 | £19000 | Continued delivery of a range of high quality PE lessons and sporting activities | Pupils are better equipped with modern equipment to participate in lessons. Lessons that have not previously been taught introduced such as Badminton. | Continue the cycle of equipment. |
| 5. increased participation in competitive sport | To take part in school games activities and inter school sports leagues. | Enter School Games activities.  Organise transport to attend events and staff cover where required. | £1500 | £1450 | Application for School Games Mark 2017/18 to include 45% of KS2 taking part in regular competition. | Partnership and School Games Competitions were entered and pupils took part in many inter and intra school events. | Continue to work alongside the local Sports Partnership to provide sporting opportunities. |
| 5. increased participation in competitive sport | Links with local clubs encouraging pupils to be active outside of school. | Establish links with local sports clubs.  Display links / affiliations on school sports website page. | £250 | £250 | Links with Local clubs including Leamington and Warwick Cycling Club. | Pupils have in-school links with local multi-sports, dance and judo clubs. | Continue to reach out to local sports clubs to form affiliations. |
| 4. broader experience of a range of sports and activities offered to all pupils | Pupils to experience a wider range of sports covered within PE lessons. | Install whiteboard in sports hall to ensure WALT and skills development is shared with pupils during lessons. | £100 | £150 | Staff using whiteboard to assist their PE lesson delivery suitably. | Pupils have written and verbal instructions within lessons. Illustrations are used to support teaching. | Investigate other methods of supporting visual learners. |
| 4. broader experience of a range of sports and activities offered to all pupils | Pupils to experience a wider range of sports covered within PE lessons. | Improve equipment storage internally and externally for PE equipment so that it is more accessible. | £535 | £850 | Equipment is organised and accessible leading to a wider range of activities being delivered.  Better equipped and resourced lessons being delivered. (seen via observations) | Equipment is easily accessible meaning lessons are more prompt and more active time for pupils. | Investigate other methods of making active time more efficient. |
| 2. the profile of PE and sport being raised across the school as a tool for whole school improvement | An increase in pride of appearance while taking part in Sport and PE. | Review and purchase cross country kit, a generic sports kit and Young Leaders uniform. | £500 | £500 | Children show an increased pride in their sporting appearance.  An increased number of children volunteering to take part in school clubs. | Pupils attended cross country and athletics events in team kits rather than PE kit. | Review sports kits and priorities for renewal. |
| 1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles | An increase in physical activity opportunities utilising the school grounds / forest school. | Staff to be trained over 12 months in outdoor activities to include forest school and outdoor pursuits. | £9000 | £9000 | Increased staff confidence and increase in the uptake of timetabled and impromptu outdoor activities. | Outdoor learning is done on a regular basis, meaning pupils are active more often. | Investigate ways of making learning inside the classroom more active. |

Date: 1st November 2017

****Review Date: 1st June 2018

Completed by: Matt Clark and Sarah Evans

PE Co-ordinators