

Evidencing the Impact of the Primary PE and Sport Premium



2019 - 2020

At Burton Agnes CE Primary School we believe that PE and sport plays an important role in making our vision statement a Reality for every pupil, with the opportunity to change young people's lives for the better.

We welcome the funding that we receive from the government to improve the provision for Physical Education and sport in our school. We are committed to using this funding to develop high quality PE lessons alongside greater opportunities to participate in sporting activities, clubs and competitions at all levels.

Sports Premium Grant

Funding for schools has been calculated by the number of Primary aged children (between ages of 5 and 11). All schools with 17 or more primary aged pupils will receive a lump sum of £16,000 plus a premium of £10 per pupil.

For the academic year 2019 - 20 Burton Agnes has received a PE and Sport Grant of £16,698

Key indicators

In 2017 the government identified five key areas on which the school must measure the impact of their PE and Sport Premium spending. These are:

Key Indicator 1: The engagements of all 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.

Key Indicator 2: The profile of PE and sport being raised across the whole school as a tool for whole school improvement.

Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.

Key Indicator 4: Broader experience of a range of sports offered to all pupils.

Key Indicator 5: Increased participation in competitive sport.

This document sets out the impact of the spending in relation to objectives set in 2018/18 and our proposed spending for 2019 20 and the impact this will have on pupils and the sustainability for each key indicator.

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: (Impact of 2018 -2019)	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • 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 <p>All pupils to take part in 30 minutes activity within the school day by :</p> <ul style="list-style-type: none"> • Participation in daily lunch time sporting activities. Ta’s plan activities for the last 10 minutes of play time which has led to an increase in physical activity and a clam start to lessons after lunch. Activities include yoga, netball and skipping • Increased outdoor activity in EYFS. Outdoor area used more for physical activity • Ensuring pupils are active during lunch time and playtimes. Increase in equipment and hockey club running on a lunch time has supported this increase. • Whole school took part in skip to be fit Programme. Motivated skipping and increased number of children who can skip • Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement • Whole school progression document in place for all staff to follow. • Majority of pupils are reaching ARE in PE at the end of the academic year. • Long term plan ensures progression and coverage over the year groups and key stages. • Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport • Staff express confidence in teaching of gym form observing coaches 	<ul style="list-style-type: none"> • Skip to be fit challenges need constant maintaining. • Bronze award still not applied for • Further opportunities to develop teams and events we participate in. • Further opportunities to experience a wide range of sports.

- **Key Indicator 4 Broader Experiences of a wide range of sport and activities offered to all**

Children have experienced a wider range of activity – increased uptake of numbers for afterschool clubs. Register shows children who wouldn't normally attend. Boxercise very popular. Lots of taster session for pupils too – rugby, cricket

Year 5 and 6 pupils to visit Dalby forest rope course,

Take part in archery and orienteering for the first time as part of a re jig to residential experience – this was a success.

School continues to commit to taking all KS2 children swimming and those that can swim are extended to include life saving etc once again 100% of Year 6 can swim at least 25m

Key indicator 5: Increased participation in competitive sport

Continued membership of Driffield and Wolds Sports partnership has allowed us to access completeive sport.

Increased numbers of children taking part in activities. Hockey in particular numbers increased and for the first time we fielded 2 teams and won!

Children feel proud to be playing and representing their school wearing the new kit.

100% of all KS2 children have taken part in interschool sports hall athletics

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? N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.	100 %
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	100%

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?	Yes

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: 2019		Total fund allocated: £16 698		Date Updated: September 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:	
To train up house captains to lead the activities	Play leader course run by staff	HJ to run over lunch no cost	All pupils engage in physical activities and are active during break and lunch times (observations) In EYFS all pupils enjoy physical activity and make good progress in physical development (ELG) Increased interest in hockey and in turn more children join out of school hockey activities.	All activities will become self-sufficient in terms of break times only needing to replace equipment. Next steps – increase number of lunch time activities on offer.	
To ensure that playground equipment is updated and replaced as necessary	Audit of equipment and survey children relating to interest	£1000			
Increase fine and gross motor skills in early years	Introduce dough disco and wiggle while you squiggle	£400			
Ensure pupils are active and engaged over lunchtime	Additional Ta support at lunchtime	£2214			
Lunch time hockey club for KS2	Employ hockey coach for 40 mins per week	£650			
Key indicator 2: The profile of PESSPA 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:	

<p>Continued monitoring and evaluation led by the teaching staff to evidence the quality of teaching and learning of PE ensuring raised and sustained high attainment in Physical Development and PE across the whole school.</p> <p>Monitoring of long term plan to ensure coverage</p> <p>Termly assessment to be carried out</p> <p>Look to develop video exemplification for PE assessment.</p>	<p>Development meeting time dedicated to monitoring and evaluation.</p> <p>Use of video evidence to support this which in term could build up video assessment portfolio for exemplification materials</p> <p>Time for PE coach to be involved in assessments</p>	<p>3 x 1 day (£218) release time £654</p> <p>4 hours per term £300</p>	<p>All pupils make good progress in Physical Development and PE across the school with a high % of pupils reaching Age Related Expectations</p> <p>Long term plans in place with progressive implementation of PE across the school.</p> <p>Assessment tool in place and used effectively to track progress</p>	<p>Actions will be sustained as part of the whole school self-evaluation cycle</p> <p>Assessment and planning documents will be revised each year</p> <p>Possible Next Steps: • Further links with other co-ordinators and sports coaches</p>
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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:
Staff develop their skills in teaching games and dance and OAA activities through team teach activities led by professional coaches.	Weekly team teach sessions with sports coach Fiona tuplin and first step sports and Wild.	Wild sessions £300	Staff have increased skills and confidence teaching games, dance and oaa. Children are engaged in PE lessons The quality of PE delivered is at least good	Increased skills of staff will ensure skills can be taught in school and training can be cascaded to new staffs that joins the school.
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:
PE lessons to be led by sports coaches to provide experience of additional sports and to upskill staff (see above First Step sports)	Employ First step sports coaches to provide activities such as OAA, yoga tots, pen through story, Pe through maths, street dance Employ first steps coaches and Fiona tuplin to provide after school clubs	£4230 first steps £3294 Fiona	All children make good progress in Physical development and PE Increased enjoyment of pen and sport with children taking up Pe outside of school Increased number of children participating in after school clubs	Pupil's knowledge and enjoyment of sports, along with sign posting to clubs will ensure children continue to take part in sporting activities.
Children to develop swimming skills beyond their 25m	Children up to year 6 participate in swimming programme delivered by Driffield pool. Funding to cover transport costs too	Swimming £1935 transport 1500	All children are confident in the water and skilled swimmers	
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:
<p>To build up good links with our cluster schools, arrange and participate in inter school competitions.</p> <p>To allow children to access a variety of competitive sports and move on to competition beyond the cluster.</p>	<p>Membership of Driffield and Wolds Sports partnership</p> <p>Liaise with local clubs to create taster sessions for signposting</p>	<p>£640</p>	<p>Increased number of children taking part in competitions with local schools.</p> <p>Increase in number of pupils taking part in after school competitions</p> <p>Increase in number of children attending sporting activities out of school</p>	<p>Increase in attendance, the quality of competition as more children attend and develop skills and experience and will ensure activities are sustainable for the future.</p>