



Evidencing the Impact of the Primary PE and Sports Premium

Written: September 2018

Document Owners: Albie Barraclough and Sophie Gill

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:
School Games 'GOLD' Award winners. (2016-2017) (Key Stage 2) Boys and Girls Basingstoke Football champions Years 5/6 80% attendance in Inter school games (Key stage 2) Regular Intra class year group competitions (key stage 1 and 2) County Finalists for Indoor Athletics (key stage 2) Tag Rugby Champions back to back Year 5/6 50% of pupils represented school in competitions Key stage 2 School Games 'GOLD' Award winners. (2017-2018) (Key Stage 2) Silver and Gold Modeshift star award Sept 2018.	Increase number of children meeting national curriculum requirement for swimming and water safety. Upskill staff in knowledge and understanding in PE. Ask staff to do a questionnaire before and after training.

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?	60%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	45%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	53%
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 – August 2019	September	Total fund allocated:	Date Updated: January 2018	
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: 84.5%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To embed the Daily Mile to get ALL pupils undertaking at least 15 minutes of additional activity per day at both school sites.	Survey children’s activity levels prior to starting the mile and survey children’s activity levels at the end of the academic year Staff meeting to each school site explaining how to use it.	£50 Printing cost for certificates.	Questionnaire reviewed at the end of the year. Create a questionnaire on Google forms asking teachers if it has made an impact. 100% of children go out every day to take part in The Daily Mile.	It has been embedded into the school day throughout this year and, moving into next year, we are working alongside a charity called Stormbreak to develop it further and analyse the impact.

<p>To introduce a lunchtime club to Greenbank 3 x per week.</p>	<p>Liaise with Steve.</p> <p>Survey children's activity levels prior to starting the mile and survey children's activity levels at the end of the academic year</p> <p>Create a timetable to ensure all children get a go throughout the year.</p> <p>Set up registers for coaches to do for each session.</p>	<p>3 x £30 per week. (£2,880) (32 Weeks)</p>	<p>100% of children attended these clubs, doing a wide-range of activities.</p> <p>Positive responses from the children during pupil conferencing – all said that they had taken part in and enjoyed the lunchtime clubs.</p> <p>Regular discussions between coach and PE Leader with regards to these clubs – any feedback and improvements acted upon quickly.</p>	<p>100% of children have attended these clubs throughout the year. This is an initiative that will continue throughout next year and, as our lunch time team observe the coach on a regular basis, this could be continued beyond Sports Premium.</p>
<p>To maintain lunchtime clubs at Rooksdown.</p>	<p>Liaise with Liam.</p> <p>Survey children's activity levels prior to starting the mile and survey children's activity levels at the end of the academic year</p> <p>Create a timetable to ensure all children get a go throughout the year.</p> <p>Set up registers for coaches to do for each session.</p>	<p>5 x £30 per week. Aut 1 4x per week autumn 2 onwards. £5,610.00</p>	<p>100% of children attended these clubs.</p> <p>Positive responses from the children – children have grown in confidence.</p> <p>Regular discussions between coach and PE Leader and teachers with regards to these clubs – any feedback and improvements acted upon quickly.</p>	<p>100% of children have attended these clubs throughout the year. This is an initiative that will continue throughout next year and, as our lunch time team observe the coach on a regular basis, this could be continued beyond Sports Premium.</p>
<p>GB</p> <p>To promote the use of the bikes and scooters as a way of travelling to school.</p>	<p>Write a letter to tell parents the bike and scooter shelter is open and gain permission from parents.</p> <p>Take part in Walktober and Scooter week.</p>	<p>£0</p>	<p>Compare 2017-2018 travel to school data with data from 2018-2019.</p>	<p>The bike and scooter rack is used regularly at our Greenbank campus. It has encouraged more children to scoot or cycle to school.</p>

GB Improve the overall outdoor experience at break-times and lunch- times.	Research new equipment. Research different prices. Speak to Phil Ward regarding logistics to install. Risk assess the new equipment. Raise the profile of this equipment	£10,000	Children asked what it is they would like with their new playground. Observations from teachers and the lunch team to identify particular areas or parts of the playground/outdoor area that needs improving. Children to be told of ideas before submitting – ensuring they are on board and giving them some ownership of it.	Project decided upon in July 2019, in time for the work to be carried out before the next academic year. We are confident that our new and improved playground will have enormous benefits for our children’s experiences at both break time and lunch time. This will be reviewed and evaluated more formally throughout next year, after the installation has taken place.
RD Improve the overall outdoor experience at break –times and lunch times with new playground equipment	Research new equipment. Ask children what kind of equipment they would most enjoy. Raise the profile of the equipment, ensuring it is used to its potential.	£640	Pupil conferencing. Observations from teachers on duty and lunch time team.	Children have thoroughly enjoyed using this new equipment. It is important to continue to use these effectively in the future and, where possible with building work and future plans, continue to improve the playground equipment at Rooksdown.
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:
				0%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To introduce a termly meeting to ensure PE governor has a clear understanding of how Sports Premium money is being used.	Set up termly meeting. Write up an agenda. Type up minutes.	£0	Governors are clear on the goals of the PE premium and are aware of the benefits it provides for the whole school.	A strong dialogue and relationship has been set between the PE leaders and the PE governor. This has allowed the governor to support the decisions that have been made and ensure they are completely up to date.

To introduce clear learning journeys so that pupil progress is recognised.	Steve Calpin to assess all children. Class teachers to be exposed to and have a go at some Real PE assessments towards the end of the academic year.	£0	Learning journeys of the children have been looked at by class teachers and some have been adapted accordingly (for example, depending on their class topic). This has been encouraged by the PE leaders to allow the class teachers opportunities to develop their teaching.	Class teachers have all been exposed to and had a go at the Real PE assessments towards the end of the academic year. To begin with, we felt as though the confidence in teaching PE was more important. Therefore, assessment was introduced to them later in the year in preparation for implementation next year.
To complete an annual impact review of Primary PE and Sports Premium and share it with the governors and staff.	Share Sports premium plan with all staff and governors. Amend targets when necessary.	£0	Sports Premium Action plan. All members involved with PE involved in and, at the very least, aware of the plans.	Meetings held on a regular basis with the PE team to ensure everyone was on the same page. This will continue into the future.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				0%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To train staff in Real PE to increase the knowledge and confidence of the teaching staff in delivering and assessing PE curriculum lessons across all age groups	Set up Training sessions. Ask staff to complete a questionnaire to measure their confidence at the start of the year compared to at the end of the year.	£0	Staff questionnaire shows evidence of improved confidence from all teachers. Teachers clearly feeling more confident to teach PE and adapt the Real PE lessons accordingly.	Continue to use Real PE to further develop the confidence of class teachers in their delivery of PE. Organise Real PE training for new members of staff starting in September 2019.
To encourage teachers teaching PE to reflect on their teaching. Provide feedback which will help improve confidence and knowledge.	'Check-ins' regularly both during PE lessons and generally in staff meetings. Provide feedback individually if necessary to offer further support. Use Learning Nutrition from Real PE as a support. Termly feedback during a staff meeting any overall comments.	£0	Staff questionnaire shows evidence of improved confidence from all teachers. Teachers clearly feeling more confident to teach PE and adapt the Real PE lessons accordingly. Some teachers noticed how far they have come along the Learning Nutrition chart.	Continue to offer this support to all teachers – with lesson observations if necessary. Use Learning Nutrition across both schools for teachers to self-assess their own teaching and understand what it is that they need to do in order to improve.
To increase the confidence of new PE leaders.	RW to discuss how to lead a subject. SW to work with AB and SG on Action plan. AB and SG to attend three day leader course with Real PE.	£0	Positive comments in the comments from there mentors. Feedback from Real PE courses to whole staff during staff meetings.	Both PE leaders continuing in their roles next year. They are to create an action plan that they have identified and put together due to observations this year.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
---	--	--	--	---------------------------------

				1.6%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To introduce a wider variety of after school clubs.	Pupil voice children to find out what clubs they want. Contact a club. Invite clubs in to do a taster session for each class to take part in and to help promote the class.	£0	Numbers of children attending after school clubs has increased.	It is still a target moving forward to introduce more activities after school. This will hopefully result in more children attending after school clubs and, as a result, be more active.
To introduce a 'Get Active Week' to expose children to a variety of sports.	Set a week. Pupil voice children. Which sports would they like to have an experience of? Contact Phil Jeffs for advice. Contact clubs to come in. Send out letter. Evaluate.	£350	Positive evaluation from all staff. Overwhelmingly positive pupil reaction evident during pupil conferencing. GB – all children taking part in two new, exciting activities that had not been available at the school beforehand.	This week helped to raise the profile of PE in the school and wider community. There is a possibility that the companies who attended Get Active Week will continue to work with the school, perhaps for an after-school club for example.
To ensure all children at the end of Y6 have met the key national curriculum requirements for swimming.	Identify children using Year 4 assessments. Investigate booster lessons for children. Complete assessments.	£0 (contacted but no availability for this year)	Swimming analysis. Y6 boosters to start from June 2020.	No availability for the swimming pool this year, but able to go ahead from the 2020.
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				9.5%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<p>To increase the amount of children representing the school in competitions.</p>	<p>SC and AB to liaise and discuss any competitions coming through from Basingstoke and Deane. Join Basingstoke Affiliation to take part in such events/ Entry to competitions</p> <p>Speak to heads of year.</p> <p>Book any transport needed.</p> <p>Ensure that a range of children are attending.</p> <p>Sparkling Rugby Annual fee</p>	<p>£500 membership</p> <p>£20 tag rugby membership</p> <p>£1500 (amount increased after success in tournaments)</p> <p>£40</p>	<p>Gold award achieved for a third year.</p> <p>A wide range of children experienced both taking part in out-of-school competitions, as well as a lot of success for the school teams.</p>	<p>As our success in tournaments continues to be impressive, we have become aware that the cost of minibus travel is not a sustainable option for the school. Therefore, our plan is for parent volunteers to take children to and from tournaments instead.</p>
--	---	--	--	--