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| **Primary PE Sport Grant Impact report Apr’2017- Mar’18**  Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer. | F:\Word\Logo\Ladybridge Primary School logo\Full Colour\For General Use\Ladybridge Primary School logo.jpg |

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.

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| Key achievements to date: (from 2016-17) | Areas for further improvement and baseline evidence of need: |
| External sports’ coaching has provided high quality PE CPD for all teachers, whilst also providing high quality instruction and additional motivation and enjoyment of sport and PE for all pupils.  More competitions, therefore more pupils participating in these (32% of Y5/6)  Whole school fitness event successful in encouraging all to participate and see the benefits of sport and physical activity.  Val Sabin SOW purchased – providing additional guidance, ideas for teachers. | More girls to participate in PE and sport.  Increase the of Y6 pupils who can swim ( (see % below) |

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| 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? | 53% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 53% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 44% |
| 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 |
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\*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.

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| **Academic Year:** 2017/18 | | **Total fund allocated:** £19090 | | **Date Updated: March 2018** | | | | | | | | |  | |
| **Key indicator 1:** The engagement 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 | | | | | | | | | | | Percentage of total allocation: 27% | | | |
| School focus with clarity on intended **impact on pupils**: | | Actions to achieve: | | Funding allocated: | | Evidence and impact: | | | | | | | Sustainability and suggested next steps: | |
| Install external fitness equipment in the school playgrounds (additional funding put towards Awards for All grant, as part of ‘Fit in Five‘ project). Providing increased opportunities for pupils to be physically active (when outside, particularly girls). | | - Choose appropriate equipment and placement, to ensure easy and regular access for all KS2 pupils during the day (away from ‘ball’ playground).  - Arrange installation.  - Check use and popularity of equipment once installed). | | £3700 | | The fitness equipment is well used by pupils before, during and after school. High % of girls (who play less sport/are less physically active during lunchtime) using the equipment on a daily basis. | | | | | | | Continue to encourage the use of the fitness equipment on a regular basis. Explore ‘world records’ for different pieces of equipment.  Introduce new KS2 children (including Y3) to equipment, demonstrating how to use it safely and outlining its benefits. | |
| Provide more sporting equipment/ resources to support more physical activity during break and lunchtimes. | | - Through pupil voice, the school council will survey, collate and analyse pupils’ views on which equipment to purchase.  - Purchase equipment (including storage).  - School council to inform pupils about new equipment and expectations for use. | | £380 | | Increased number of pupils participating in physical/sporting activities during lunchtime (particularly football), due to the access to more equipment. | | | | | | | Responsibility to maintain and replenish equipment stock held by school council.  Measure actual % of increase in participation | |
| Provide more PE equipment/resources to ensure higher levels of physical activity during PE lessons and sport clubs (less waiting/sharing of equipment/ resources) eg. gymnastic benches, footballs. | | - PE leaders to survey staff and pupils.  - PE leaders purchase prioritised equipment, and inform staff and pupils once received. | | £1000 | | Less waiting and more time with equipment/being physically active, resulting in pupils improving their PE skills more rapidly. | | | | | | | PE lead to inform new staff (and update existing staff) of equipment available for PE lessons, and check sustainability of impact | |
| Increase lunchtimes by 10 minutes, to provide opportunity for pupils to be physically active for longer time. | | - HT time to re-organise timetables and lunchtime supervision. | | £100 | | Additional time outside has enabled pupils to increase the amount of time they are physically active. | | | | | | | Maintain additional 10 minutes at lunchtime. | |
| **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: 1% | | | | |
| School focus with clarity on intended **impact on pupils**: | | Actions to achieve: | | Funding allocated: | | Evidence and impact: | | | | | | | Sustainability and suggested next steps: | |
| Sporting notice board (outside the ICT suite), accessible by all pupils, showcasing sporting successes and events. | | - But noticeboard and arrange installation.  - PE leaders to populate (and update) board. | | £30 | | Pupils know where board is and go to look at it. | | | | | | | PE lead to keep boards updated and regularly announce/inform in school newsletter and in whole school assembly. | |
| Role models (sport-related) to visit and speak with pupils to inspire them to participate in sport and promote engagement/love of sport. | | - Speak with Man City representatives to ascertain who is available. Arrange date/time for visit.  - Follow-up visit with pupil discussions. | | £0 | | Bernard Halford (Life President of MCFC) visited and lea a whole school assembly/Q+A session, along with a display of sporting trophies (MCFC women’s). At the end of the summer term, pupils and staff were still recalling this visit, with reference to how ‘anything is possible’, and the interesting and varied world of sport. | | | | | | | Seek further opportunities for ‘sporting’ workers to visit school. | |
| Explore Literacy-based programmes that link sport and English, in order to promote further engagement and a love of physical activity. | | - Check offer/provision available from Man City community sport.  - Timetable programme with prioritised classes. | | £200 | | Man City community sport deliver series of English-Sport lessons to Year 5 to inspire writing based around sports themes. ‘Active English’ effectively engaged children to write with purpose and interest, whilst also providing them with opportunities for participation in sport.  Y5 staff agree activity is not worth doing again in immediate future. | | | | | | | None. | |
| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | | | | | Percentage of total allocation: 28% | | | | | | |
| School focus with clarity on intended **impact on pupils**: | | Actions to achieve: | | Funding  allocated: | | Evidence and impact: | | | | | | | Sustainability and suggested next steps: | |
| In order to improve progress and achievement of all pupils, the focus is on upskilling the staff. Though watching, team-teaching and joint evaluation with different coaching organisations. | | - Baseline pupils.  - Meet with Man City community sport and agree programme of support.  - Timetable classes to ensure support for all staff.  - Clarify expectations with Man City leader.  - PE leader regularly monitor the quality of provision and also survey pupils and staff. | | £5130  £400 | | Man City community sport provided PE support/CPD one day a week.  Bolton Rugby Club provided 18hrs of rugby teaching/CPD for Y4 staff.  Reception pupils accelerating in their development of PE skills.  Pupils with SEND improved their level of confidence and enjoyment of PE and sport. They also showed a significant improvement in a number of PE-related skills, including hand-eye coordination, stretching and posture, muscle control, teamwork, spatial awareness and understanding of rules.  Better subject knowledge and confidence for all staff when delivering PE lessons.  Y4 pupils thoroughly enjoyed these sessions, learning new skills and participating in new activities and games. | | | | | | | - The school is no longer dependent on 'experts' coming in to teach PE and Sport as staff are more confident and keen.  - Evaluate and check the quality of support provided by our current SOW – does it provide enough detail and emphasis on progress? Look at other SOW as appropriate. | |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | | | | | | | Percentage of total allocation: 13% | | | | |
| School focus with clarity on intended **impact on pupils:** | | Actions to achieve: | | Funding  allocated: | | Evidence and impact: | | | | | | | Sustainability and suggested next steps: | |
| Continue to offer a wide range of activities both within and outside the curriculum in order to provide pupils with a broad range of physical activity experiences. | | - Undertake a pupil survey.  - Be open to ‘new’ ideas/providers that contact school.  - Promote and support all Y6 pupils attending a residential trip to an outdoor and adventurous education centre. | | £550  £720  £1160 | | - Whole-school skipping workshop -  high quality skipping instruction for all abilities. Pupils thoroughly enjoyed this workshop, with a number of pupils purchasing skipping ropes to practise and improve their skipping skills further.  - Scooterboarding lessons for Year 1  Pupils, who really enjoyed this ‘new’ experience, and participated well (despite the cold weather).  - Very high uptake in Y6 attending this residential, with many pupils trying (and enjoying) new activities that they have never had access to before.  - Also see above (re: rugby in Y4, | | | | | | | Make these types of varied sporting opportunities a regular feature within school. | |
| **Key indicator 5:** Increased participation in competitive sport | | | | | | | | Percentage of total allocation: 21% | | | | | | |
| School focus with clarity on intended **impact on pupils**: | | Actions to achieve: | | Funding  allocated: | | Evidence and impact: | | | | | | | Sustainability and suggested next steps: | |
| Provide additional competitive sports (in addition to those provided by school staff), prioritising those identified from pupil survey/parents views. In order that we increase the number of pupils participating in competitive sport. | | - Contact local sports providers (linked to school priorities)  - Purchase necessary equipment  - Inform parents/pupils about clubs, and prepare registers.  - Source and purchase sports motivational stickers/rewards  - Establish the Ladybridge Sports Cup (a series of in-school competitions).  - Meet regularly with providers to check attendance and impact.  - PE leader to monitor the quality of provision and impact. | | £2600  £50  £1450 | | - Man City community sport ran a multi-sport lunchtime for Y5 pupils.  They also ran an after school football club for KS1.Both clubs very popular and well attended, with all places filled. Pupils received a high level of coaching, enabling them to develop and accelerate a range of physical skills, knowledge and understanding.  - Children enjoyed receiving the stickers and did serve to motivate them to try harder in subsequent races, as well as making them feel positive about participating in competitive sport.  - Netball Club and associated equipment (including coaching, netball post pads, bibs and balls) was very popular and well attended. Pupils receiving high level of coaching, enabling them to develop and accelerate a range of ‘netball-related’ skills, knowledge and understanding.  Significant number of pupils ’new to’ ‘netball-type’ games, practising and participating in during break/lunchtimes. | | | | | | | Contact further outside agencies to come in and run after school clubs, alongside existing staff-led clubs | |
| **Additional indicator:** Additional swimming | | | | | | | | | Percentage of total allocation: 8% | | | | | |
| School focus with clarity on intended  **impact on pupils**: | | Actions to achieve: | | Funding  allocated: | | Evidence and impact: | | | | | | | Sustainability and suggested next steps: | |
| - To ensure all existing swimmers increase their attainment by 10 metres thus increasing their confidence in water.  - 80% of remaining non swimmers to achieve 25 metres thus meeting the statutory requirements of the national curriculum for PE.  - All pupils can perform safe self-rescue over a varied distance so they are confident and safe in water. | | - Negotiate additional pool space and swimming instruction (from LA) with a focus on intensive swimming sessions across a week/fortnight. | | £1500 | | - 44% of pupils of Y5 pupils can swim over 50 metres.  - 100% of pupils increased their distance swimming by 10 metres.  - 53% of pupils can swim 25 metres at Y5.  - 95% of pupils can perform safe self rescue. | | | | | | | - The Governors have agreed to ensure that they will ring fence funding to ensure the maximum amount of pupils leave the school being able to swim 25 metres. | |