

## Primary PE Sport Grant Impact Report Apr'2019- Mar'20

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer.



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: (from 2018-19)   | Areas for further improvement and baseline evidence of need:  |
|--|---|
| Increased participation in inter-school competitions.<br>Increased success in inter-school competitions.<br>New SOW to support teaching, which has resulted in increased staff confidence.<br>Increased access to physical equipment more often (new adventure trail in KS1 playground; more playground equipment).<br>Increased % of timetable given to the teaching of PE. | Continue to increase the % of Y6 pupils who can swim (see % below)<br>Continue to increase the number of pupils participating in competitive sport (intra and inter school).<br>Establish regular physical/exercise habits (to reduce obesity rates which are in line with Bolton, but above national).<br>Improve storage and access to PE equipment in order to support facilitation, engagement and motivation by all staff and pupils |

| 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?   | Y6 from 2019-20 = 54%              |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?   | Y6 from 2019-20 = 54%              |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?   | Y6 from 2019-20 = 51%              |
| Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way? | Yes (for Y3).                      |

\* Information added on entry into Y6 and then amended at the end of the year.

## 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: 2019/20  | Total fund allocated: £19330   | Date Updated: Mar 2020 |   |   |
|---|--|------------------------|---|---|
| <b>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</b> |  |                        |   |   |
| Percentage of total allocation: 36% (£6900)   |  |                        |   |   |
| School focus with clarity on intended <b>impact on pupils</b> :   | Actions to achieve:  | Funding allocated:     | Evidence and impact:  | Sustainability and suggested next steps:  |
| - Introduce the daily mile to get all pupils undertaking at least 15 minutes of additional activity per day.  | - Pay remaining balance for track installation.<br>- Establish expectations for different pupils, in terms of how and when they access the mile track.   | £6000                  | All classes were accessing the daily mile track on a daily basis, and teachers reported that pupils enjoyed this and returned to the class refreshed and re-focused. However, the track had some problems regarding its installation, so currently out of use – problems unable to be rectified until drier weather in the early part of the summer term. | Re-establish the daily mile track with a re-launch in the summer term                           |
| Support more physical activity during break and lunchtimes (including more equipment and targeted time/programmes)  | - School council to survey pupils about equipment that will encourage physical activity; make decisions and purchase<br>- Continue to encourage the use of the KS1 adventure trail.<br>- Monthly survey/tracking to quantify numbers/pupil groups who use it most/least, carried out by PE leaders/Pupil leaders<br>- Based on survey results, implement targeted programme for identified pupils. | £500                   | KS1 adventure trail timetabled each break/lunchtime and has proved very popular, with levels of activity increasing as a result.<br>A small amount of additional equipment is being used outside.   | Replace play-bark with a more sustainable/all-weather surface to enable more frequent use/play. |
| Review and improve storage and access to all PE/physical equipment (in order that staff and pupils do not have this as a barrier to enjoying and accessing PE).   | - PE leaders to identify storage and access problems and solutions (eg. hall shelves, PE hall store, external garage store, broken/missing or flat equipment).<br>- PE leaders to implement sustainable solutions (which may include purchasing moveable crates, boxes, trolleys, PE champions, etc).  | £400                   | PE Champions (Y6 nominated pupils) regularly organise and check equipment and access.<br>New PE mat trolley purchased, enabling better mat access during gymnastics.  | Timetable and match storage and provision with PE Champion roles.                               |

**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: 6% (£1200)

| School focus with clarity on intended <b>impact on pupils</b> :   | Actions to achieve:   | Funding allocated: | Evidence and impact:  | Sustainability and suggested next steps:  |
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| Improve the prominence of the inter-school competition and house trophy.  | <ul style="list-style-type: none"> <li>- Review the position of the PE/sport noticeboard and consider how to increase the profile, and similarly do this for the Ladybridge Sports Cup (a series of in-school competitions).</li> <li>- Purchase a cabinet trophy/display shelf.</li> </ul>                             | £0<br>£200         | PE Champions raised profile of noticeboard as part of weekly sharing of Aldi sports stickers competition. Sports cup mentioned half-termly, including sharing of results with whole school.   | PE Champion roles to be continued. PE leader to continue to promote half-termly competition and award trophy. |
| Continue to invite sporting-based role models into school to inspire pupils and promote engagement/love of sport. | <ul style="list-style-type: none"> <li>- Ask pupils about which sports people they know/inspire them.</li> <li>- Research and network to identify local role-models that can visit school, and also approach national sports associations (including BOC) to see what they offer.</li> <li>- Arrange visits.</li> </ul> | £1000              | <p>'Healthy Me' workshops took place for all Rec-Y6 pupils during the spring term – inspiring and engaging pupils about physical wellbeing (including essential knowledge about healthy lifestyles and choices).</p> <p>4 of our Y3 pupils (tennis enthusiasts) visited Bolton Arena for the European Youth Tournament, where they had the opportunity to watch and Q&amp;A with professional tennis players, and also train and play).</p> | PE leader to continue to identify and seek out opportunities (local and national).                            |

**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport** Percentage of total allocation: 3% (£500)

| School focus with clarity on intended <b>impact on pupils</b> :   | Actions to achieve:  | Funding allocated: | Evidence and impact:  | Sustainability and suggested next steps:   |
|---|--|--------------------|---|--|
| Review and tweak the SOW to ensure all staff (and therefore pupils) are able to benefit from using it, resulting in high quality planning, delivery and evaluation of PE. | <ul style="list-style-type: none"> <li>- PE leaders, HT and identified staff to review the PE SOW, and make necessary amendments.</li> <li>- Implement and evaluate changes to SOW, including PE leaders monitoring activities.</li> </ul>     | £0                 | Tweaks made to ensure depth and coverage.   | PE leader continue to monitor quality of PE teaching (including evaluations of SOW). |
| Provide high quality, targeted PE CPD for staff (in identified areas of the PE curriculum), to support high quality teaching of PE  | <ul style="list-style-type: none"> <li>- PE leader gather staff views of 'weaker' teaching areas of PE.</li> <li>- Organise PE CPD.</li> <li>- PE leader to evaluate the impact of any CPD (though range of monitoring activities).</li> </ul> | £500               | PE CPD whole staff training took place during the Autumn term, with staff feeling more confident and competent in delivering the SOW as a result. | Regular staff adults and subsequent CPD.   |

**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation: 47% (£9180)

| School focus with clarity on intended <b>impact on pupils</b> :   | Actions to achieve:   | Funding allocated:  | Evidence and impact:   | Sustainability and suggested next steps:   |
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| 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 (including whole school events). | <ul style="list-style-type: none"> <li>- Undertake a pupil survey.</li> <li>- Book bikeability for Y6.</li> <li>- Organise an extra-curricular fencing club (follow up to taster workshops).</li> <li>- Organise and run a range of extra-curricular sporting clubs (lunch and after school), using school staff and external coaches. Clubs to include:<br/>Summer: Rounders, Football, Netball, Running, Dance<br/>Autumn: Football, Fitness, Netball<br/>Spring: Football, Fitness, Netball, Cheerleading</li> <li>- Look at how we can increase the number and type of sporting clubs that can be run, including by school staff and external coaches.</li> <li>- Provide each class with their own sporting money, to be spent on a sports activity/experience of their choice.</li> </ul> | <p>£200</p> <p>£600</p> <p>£1820</p> <p>£1040</p> <p>£520</p> <p>£2100 (TBC)</p> <p>£200 x 14 = £2800</p> | <p>School council survey about types of clubs. Bikeability took place, with Y6 pupils, which they thoroughly enjoyed.</p> <p>Fencing workshops positive but subsequent club didn't occur due to external organisational restraints.</p> <p>All planned summer clubs took place.<br/>All planned autumn clubs took place.<br/>All planned spring clubs taking place.</p> <p>External coaches delivered tennis and FUNdamentals clubs during the Autumn term. A number of pupils then accessed additional tennis activities outside of school</p> <p>External coaches have delivered Judo, Curling, Basketball and Hockey during the Spring term. These have been well-attended.</p> | <p>Survey pupils about clubs to ensure we can provide them through internal and external staff.</p> <p>Explore varied 'taster' clubs, and ensure we provide adequate signposting/pathways for continued physical activity beyond the school.</p> |

**Key indicator 5: Increased participation in competitive sport** Percentage of total allocation: 1% (£200)

| School focus with clarity on intended <b>impact on pupils</b> :  | 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. | <ul style="list-style-type: none"> <li>- Contact local sports providers (linked to school priorities).</li> <li>- Inform parents/pupils about clubs, and prepare registers.</li> <li>- Source and purchase sports motivational stickers/rewards .</li> <li>- PE leader to monitor the quality of provision and impact.</li> <li>- Encourage all teachers take pupils to at least one competitive sporting event during the year.</li> <li>- Review transport options to competitions (eg. cost of business insurance for staff</li> </ul> | <p>£100</p> <p>£100</p> | <p>Increased internal competition through sports trophy competitions and also through ½ termly competitions organised and run by the Sports Champions. All results have been regularly shared with the whole school.</p> | <p>Continue with current model.</p>      |

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|  | - Timetable and organise intra-school competition events, to provide appropriate preparation for external events.                                     | £0   |   |   |
| <b>Additional indicator: Additional swimming</b>   |   | Percentage of total allocation: 8% (£1500) |   |   |
| School focus with clarity on intended <b>impact on pupils:</b>   | Actions to achieve:   | Funding allocated:                         | Evidence and impact:  | Sustainability and suggested next steps:  |
| - To ensure all existing swimmers improve their use of strokes and increase their attainment by 10 metres thus increasing their confidence in water.<br>- All non-swimmers become confident in water | - Arrange additional pool space and swimming instruction (from LA) with a focus on intensive swimming sessions across a week/fortnight for Y3 pupils. | £1500                                      | - Y3 pupils attended extra swimming during the summer term 19, with this being the first swimming lesson for 40% of pupils. | Continue to provide extra swimming for the Y3 cohort, as this clearly starts many pupils off on their swimming journey.<br>Carry out a swimming audit of all pupils in school, in order that we can target key groups/signpost families to nearby lessons, etc. |