

Sports Premium Strategy Statement – 2018 to 2019

1. Summary information			
School	Rye Community Primary School	Date of most recent review	July 2019
Academic Year	2018 – 2019	Total Sports Premium Budget	£19,180 (TBC)
Total number of pupils	338 (Reception to Year 6)	Number of disadvantaged pupils	109 (Reception to Year 6)

% pupils expected or above in KS1 PE	88 % (End of Year data 2018 to 2019)	
% pupils expected or above in KS2 PE	89.5 % (End of Year data 2018 to 2019)	
	Disadvantaged, School	Non-disadvantaged, School
% attendance	T1: 95.6% T2: 94.9% T3: 91.9% T4: 93.1% T6: 94.1% All: 93.29%	T1: 97.8% T2: 95.6% T3: 94.7% T4: 94.9% T6: 95.0% All: 95.31%
% pupils in Year 6 in the 2018 to 2019 academic year who met the national curriculum requirement to swim competently, confidently and proficiently over a distance of at least 25 metres	(83 %)	
% pupils who use a range of strokes effectively	(83%)	
% pupils who perform safe self-rescue in different water-based situations	98 % for Year 6	
% pupils participating in afterschool clubs	T1 pp (23.8%) non pp (76.2%) T2 pp (23.8%) non pp (76.2%) T3 pp (16.4%) non pp (83.6%) T4 pp (20.8%) non pp (79.2%) T5 pp (21.8%) non pp (78.2%) T6 pp (23.5%) non pp (76.5%)	
% pupils accessing holiday club provision	19.4 % pp pupils / 80.6 % non pp pupils	

2. Outcomes		
	Desired outcomes	Success criteria
A.	Increase participation in sports clubs and competitions	<ul style="list-style-type: none"> • School invests in HRSGP membership. • The school participates in more local cluster area competitions • More children are able to participate in intra-school competitions. • The school co-ordinates more intra sports competitions • More children participate in inter-sport competitions. • Sports Leader has created a strategy to move towards county and national school competitions.
B.	Raise the quality of PE provision through staff CPD	<ul style="list-style-type: none"> • Colleagues have regular access to PE CPD through Premier Sports coach. • Colleagues report higher levels of confidence in delivering high quality PE lessons. • Outcomes improve for all learners within PE with a greater number of children working at or above age related.
C.	Increase the number of Year 6 children that are able to swim confidently and competently	<ul style="list-style-type: none"> • School subsidise swimming lessons for children throughout the school. • Water safety is taught and discussed with all children throughout the school. • Systems of recording swimming progress and attainment are established.
D.	Increase children's total hours of activity	<ul style="list-style-type: none"> • Play leaders promote games and activities on the playground that can be accessed by all learners. • Sports Leaders programme is embedded into school life and the provision for break and lunchtime. • All children have access to high quality and varied resources that support activity. • Subsidise after school and extra-curricular clubs • Children have access to a rich and varied type of sporting activities.
E.	Raise the awareness of healthy lifestyle choices amongst children	<ul style="list-style-type: none"> • Children demonstrate a secure awareness through in class learning and discussion about healthy lifestyle choices. • More children come to school by walking, cycling etc. • More Children access extra-curricular sporting activities

3. Planned expenditure			
Academic Year: 2018 – 2019			
The headings below enable schools to demonstrate how they are using the Sports Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.			
i. Quality First Teaching			
Desired outcome	Chosen action or approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?
<p>B: To raise the quality of PE provision through staff CPD.</p> <p>E: To raise the awareness of healthy lifestyle choices amongst children.</p>	<p>Employment of specialist PE coach through Premier Sports. To teach all classes 1 high level PE session a week.</p> <p>Teachers are modelled Outstanding PE practice to improve their own CPD and to ensure they can deliver lessons of a similar quality.</p>	<p><i>“Teachers and coaches in schools are best placed to stimulate pupils’ early interest and enthusiasm for play, physical activity, PE and school sport. Ensuring that the quality of PE in their school is good or outstanding will make a significant contribution to maintaining a legacy of sporting success up to and beyond 2016. This opportunity must not be missed.”</i></p> <p>www.gov.uk/government/publications/beyond-2012-outstanding-physical-education-for-all</p>	<p><i>Internal monitoring from MLT and SLT through observations and analysis of outcome data.</i></p>
<p>C: To increase the number of Year 6 children that are able to swim confidently and competently.</p>	<p>Employing a specialist swimming instructor to deliver swimming lessons</p> <p>Extended swimming provision for all year groups.</p>	<p><i>“In primary schools, some teachers lack the specialist knowledge needed to teach PE well and outcomes for pupils are not as good as they could be. More able pupils are not always challenged to achieve their very best, levels of personal fitness are not high enough and not all pupils are able to swim 25 metres before they leave school.”</i></p> <p>www.gov.uk/government/publications/beyond-2012-outstanding-physical-education-for-all</p> <p>www.bbc.co.uk/news/education-18075151</p>	<p><i>Internal monitoring from MLT and SLT through observations and analysis of outcome data.</i></p>
<p>TOTAL BUDGETED COST £4,500 Swimming provision £12,330 Specialist PE coaching</p>			<p>£</p>

ii. Extracurricular provision			
Desired outcome	Chosen action or approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?
A: Increase participation in sports clubs and competitions	School invests in HRSGP membership enabling school to participate in inter school competitive sports. Employment of PE coach to run after school clubs.	<i>"Pupils must be encouraged to remain actively engaged in PE and school sport, and be helped to maintain their interest in sport outside of school by participating regularly in activities in local clubs and community sports facilities."</i> www.gov.uk/government/publications/beyond-2012-outstanding-physical-education-for-all	<i>Internal monitoring PE leader and DHT.</i>
D: To increase children's total hours of activity E: To raise the awareness of healthy lifestyle choices amongst children.	Employ and train play leaders to promote games and activities on the playground Train Year six children to run Sports Leaders programme at play and lunchtime. Provide high quality and varied resources to support activity through after school clubs, lunchtime clubs. Subsidise after school and extra-curricular clubs Subscription to the Golden Mile Subscription to Green Footsteps – walking to school initiative Implement the Healthy School HEPA action plan.	<i>"Childhood obesity, and excess weight, are significant health issues for individual children, their families and public health. It can have serious implications for the physical and mental health of a child, which can then follow on into adulthood. The numbers of children, who continue to have an unhealthy, and potentially dangerous, weight, is a national public health concern."</i> www.gov.uk/government/publications/childhood-obesity-applying-all-our-health/childhood-obesity-applying-all-our-health <i>"All teachers, classroom assistants and sports coaches should: improve pupils' fitness by keeping them physically active throughout all lessons and engaging them in regular, high-intensity vigorous activity for sustained periods of time"</i> <i>"Physical education (PE)... provides pupils with the generic skills, knowledge and understanding they need to become physically literate, and at the same time gives most of them their first regular experiences of sport. When taught well, physical education entuses and inspires pupils to participate fully and develop a life-long love of physical activity, sport and exercise."</i> <i>"Pupils' achievement and enjoyment of school, including their personal development and well-being, were enhanced significantly by opportunities to train as playground buddies and junior sports leaders."</i> www.gov.uk/government/publications/beyond-2012-outstanding-physical-education-for-all	<i>Internal monitoring from MLT and SLT through observations and analysis of outcome data.</i>
TOTAL BUDGETED COST £2,000 (HEPA grant used for sporting equipment, Golden Mile & Green Steps). £350 for subsidised extra-curricular clubs			

4. Review of expenditure			
Academic Year: September 2018 – July 2019			
Desired outcome	Chosen action or approach	Impact	Lessons learned
Increase participation in sports clubs and competitions	School invests in HRSGP membership enabling school to participate in inter school competitive sports. Employment of PE coach to run after school clubs.	<u>Evaluation July 2019</u> There was an increase in the number of children qualifying for cross country final (observations from PP coach, approx 25 % increase). Netball came 3 rd in intra school competition. The impact of this was increased pupil motivation to play netball and greater participation due to the creation of a netball club by Premium sports Coach. County and national competitions were not completed as venues were not accessible (i.e. too far travel) and the HRSGP lead retired which impacted on the capacity to offer local venues.	Additional fact finding needed and consideration needed to explore other options with organising inter sports competitions.
Raise the quality of PE provision through staff CPD.	Employment of specialist PE coach through Premier Sports. To teach all classes 1 high level PE session a week. Teachers are modelled Outstanding PE practice to improve their own CPD and to ensure they can deliver lessons of a similar quality.	<u>Evaluation July 2019</u> PE Ofsted judgement was 'outstanding' with regard to pupil premium sports provision. Assessment data for sporting competence indicates that greatest impact has been evident within key stage 1 for progress from the baseline judgement to the end of year data - refer to impact analysis of key skills document. At least 83 % of learners are working at or exceeding within 13 / 14 classes from Reception to Year 6. Greater levels of confidence identified where staff has shared ideas and good practice with Premium Sports Coach. Inclusive practice developed for pupils with EHCP 67 % / pp learners and 33 % non pp within Year 4 by class teacher. Yoga skills developed in one class through wake and shake programme set up by class teacher and shared dialogue with Premium Sports Coach. Calmer state of alert and improved body awareness observed within Year 1 children.	Set expectation that each teacher attends at least 1 high level PE lesson for each unit of work as part of their professional CPD. Delegation of subject leadership needed when there is a gap of in service. Skills audit needed to personalise staff CPD opportunities.
Increase the number of Year 6 children that are able to swim confidently and competently.	Employing a specialist swimming instructor to deliver swimming lessons	<u>Evaluation July 2019</u> Systems for recording swimming progress are now established. 1 term of swimming lessons for all children Yr 1,2,3,4 with specialist swimming instructor has been accessed.	Swimming progress check to be specified within assessment cycle for 2019 / 2020.
Increase children's total hours of activity	Employ and train play leaders to promote games and activities on the playground Train Year six children to run Sports Leaders programme at play and lunchtime. Provide high quality and varied resources to support activity through after school clubs, lunchtime clubs. Subsidise after school and extra-curricular	<u>Evaluation July 2019</u> Behaviour on the playground was observed to be good in (Ofsted 2018 report) Further development to sustain engagement needed for 2019 / 2020 strategy. School sports clubs were subsidised to support disadvantaged pupils to access sports. 25 children in Yr 5 & 6 were trained in the Sports Leaders Programme. Children have access to a range of high quality resources that promote activity in both their PE lessons and at playtimes / after school clubs within specific areas e.g. new	Increase access to balance bikes to reception. Build on skills established within nursery. Have aspiration that every reception child can use a balance bike by the end of reception.

	clubs	<p>football equipment increased the hours of activity within this area.</p> <p>The introduction of a rota and football contact established clear guidance for positive peer interaction – impact of Jenny Mosley training.</p> <p>Additional high quality sporting equipment increased pupil participation levels during school holidays (observations from PSC).</p> <p>Introduction of balance bikes within nursery improved the pupil's gross motor skills (balance / core stability).</p> <p>A greater number of children are displaying increased running stamina due to the whole school golden miles initiative – see golden mile analysis sheet generated by LN.</p> <p>Headlines are:</p> <p>201 / 323 were able to run for the allocated time at the <u>start of the year (September 2018)</u>.</p> <p>283 / 323 were able to run for the allocated time at the <u>end of the year (July 2019)</u>.</p>	
To raise the awareness of healthy lifestyle choices amongst children.	<p>Employment of specialist PE coach through Premier Sports. To teach all classes 1 high level PE session a week.</p> <p>Teachers are modelled Outstanding PE practice to improve their own CPD and to ensure they can deliver lessons of a similar quality.</p> <p>Provide high quality and varied resources to support activity through after school clubs, lunchtime clubs.</p> <p>Subsidise after school and extra-curricular clubs</p>	<p>Autumn analysis</p> <p>107 Yr 1-6 children attended at least one sports club after school.</p> <p>31% of after school sports clubs were subsidised to support disadvantaged pupils to access sports.</p> <p><u>Evaluation July 2019</u></p> <p>Experiences have been built into the curriculum to enable children to demonstrate an increasing understanding of healthy lifestyle choices through teaching and learning activities in PE, Science and PSHE.</p> <p>HTR families have engaged in healthy eating programme offered by school and cascaded their knowledge to their children through food tasting opportunities.</p>	<p>Continue to develop and build on success. To link in with work for Healthy Schools Grant</p> <p>Improve quality of static play equipment.</p> <p>Continue to foster on developing the quality of play during break/ lunch.</p>
TOTAL BUDGETED COST			£19,180