



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
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Commissioned by
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Created by



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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: Academic year 2018-2019	Areas for further improvement and baseline evidence of need:
<p>School staff have a shared vision for PE and physical activity and that they model this vision throughout the school day. Over the last academic year, PE has developed significantly. It has a high profile in school.</p> <p>The use of specialised coaches (Sweeney's Multi Sports) to deliver lessons on a Tuesday morning and Wednesday afternoon has not only raised the profile of PE but also helped to improve staff confidence and skills.</p> <p>Both parents and children report that they are happy with the changes that have happened with PE over the last few years.</p> <p>The children enjoy PE and through using a pupil questionnaire for every child in KS2 (and class based in KS1) children learn and develop new skills and have regular opportunities to apply these skills.</p> <p>Lessons are of high quality and progress has been noticeable. A strong foundation for PE is now in place and this will be built upon in the coming years.</p> <p>With a focus on fitness, the children are now aware of the impact that PE and sport have on their bodies. Staff have developed, through CPD, ideas of how to teach fitness and monitor it within their class. The children have started to show measurable improvements in their fitness which will hopefully progress over the next year.</p>	<ul style="list-style-type: none"> ● Extra curricular attendance is good but this needs to be maintained to ensure PE is a high priority subject. ● The school accesses many inter school events but SEN/low confidence children need more opportunities to compete against others. ● PE is taught well, however opportunities for differentiation are sometimes missed. ● Year 5 and 6 access outdoor and adventurous activities but opportunities for the rest of the school are limited ● Staff will be invited to observe different clubs to 'upskill' their knowledge and understanding ● Both AGT and SEN children will have differentiated support with coaches providing CPD for staff and teaching assistants. ● Children with low confidence levels will be supported to help them achieve in a safe and fun environment. ● Weekly fitness sessions will help children maintain a healthy lifestyle ● Change for life club will target children with lower fitness levels ● Active lunch times (through use of coaches and dinner staff) will ensure all children have 1 hour of physical activity in their school day. Trained play leaders will support this. ● Coaches (from Sweeney's Multi Sports) will brief teachers and other support assistants prior to and throughout the lesson to ensure maximum progress is achieved. ● Where appropriate, team teaching will be used. ● children will access a range of sporting opportunities that can't be provided on the school grounds to develop OAA

The uptake of extra-curricular activities has increased as these are developed with the children's thoughts in mind. Year five are trained playground leaders, two year six students are Bronze Ambassadors and act as sport captains for the school and the school council have influenced pupil leadership in PE. The following free clubs have been offered (the aim being that all children can access at least one club in a school year).

- KS1 Kurling
- KS2 Kurling
- KS2 tag rugby
- KS2 girls' football
- KS2 tennis
- KS1 invasion games
- KS1 multi skills
- KS1 striking and fielding
- KS2 multi skills
- Year 4/5/6 boys football
- KS1 athletics
- Y5/6 high fives
- lunch time social support

All clubs have excellent numbers with many being oversubscribed. Clubs with a small charge have also been offered to the whole school.

Year 6 completed level one and two bikeability and 12 children completed level 3

All reception children completed tots on tyres and learn to ride.

The school is also part of the HRVSSP and has entered many competitions, achieving success in many of these. St

- Gymnastic equipment will be purchased and new mats bought across the school to ensure high quality gymnastics lessons.
- Buy into the HRVSSP
- Increase the amount and range of equipment to support physical activity at playtimes and break times.
- Provide coaching at lunch times (increasing from 1 day a week) to promote physical activity at lunch.
- Ensure swimming lessons provide water safety lessons

<p>Bartholomew's has a good name in Hyndburn and are seen as a successful school. The football team reached the Lancashire finals and other teams medalled (usually gold!) in many sports. The Y5/6 cricket team reached the County Finals and we won the Hyndburn swimming gala.</p> <p>Participation in B and C team competitions increased the number of children given the opportunity to play competitive sport. Competition in Key Stage Two (with other schools in Hyndburn) provides gifted and talented children with an opportunity to achieve success and regular festivals allow children, who are not as confident, to learn new skills and compete against other schools.</p>	
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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?	93%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	72%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	17%
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

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria impact that you intend to measure to evaluate for students today and for the future.

Academic Year: 2018/19	Total fund allocated: £ 16,800	Date Updated: 17/7/19		
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: £2255 = 13%	
Intention	Implementation		Impact	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Lunchtime staff report measurable positive impact on behaviour.	Breaks: for KS1 and KS2 rota of equipment each day Lunchtimes:KS1 and KS2 rota led by dinners staff. Weds lunch - coach provides opportunities for least confident and whole school. KS1 led by sports leaders (once trained by HRVSSP)	£ 0.00 (Lunch staff) £ 900 (coaching)	All children are active for at least 30 minutes each day. Lunchtime activities and clubs ensure that children are physically active and are engaged in activities. This in turn has a positive impact behaviour. Behaviour at lunchtimes is good.	Continue to provide opportunities for children to participate in 30 + minutes of physical activities each day. Introduce play leaders to lead ks1 activities at lunch time
Increase in numbers of children attending clubs targeting least active children.	Morning clubs - alternating between ks1 and ks2 throughout the year (Tuesday) Change for life club - focus on less active children (Thursday 12 weeks) Monday - Chance to shine cricket - 6 weeks y2-5 Thursday am - high 5 netball - year 5/6 After school clubs - Weds- football y 4/5/6. Friday - Term 1- tag rugby y3-6, term 2 -y3-6 girls football, term 3 y3-6 tennis. Increase numbers attending weekly C4L	£455 (change for life) £0 (netball) £ See below - indicator 4) (all other clubs)	Numbers of children participating in clubs involving physical activity at lunchtimes have increased so that all children in Key stage 2 (160 children) and 60% of children in Key stage 1 and EYFS participate in a sports club each week.	Extend the range of clubs offered to ensure participation is maximised and a wider number of children participate.

<p>Fitness on Friday targets different classes each week. Focus on personal competition and giving the children opportunities to develop ways to live a healthy lifestyle.</p>	<p>club – focus on least active/obese. Link with PSHE through healthy food initiative.</p> <p>Improve physical fitness and ensure all children succeed through personal competition.</p>	<p>£900 (coaching)</p>	<p>All children aware of how to keep themselves healthy. They know engagement in sport will ensure that they keep their bodies more healthy and that making healthy food choices is beneficial to their general health.</p>	<p>Link to heart smart and science curriculum</p> <p>Continue and implement recording system for the children to monitor own fitness and achievements.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:	
				£ %	
Intention	Implementation		Impact		
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
School on track to be able to apply for another Gold mark.	Maintain School Games Gold standard	Free	Application for Gold Mark complete Gold awarded (4th year)	Continue to participate in all sporting opportunities the School Sports Partnership offers. Apply for Platinum Mark in 2020. Gather appropriate evidence	
Children to engage with the provision of PE and school sport to raise attainment and this to impact on whole school attainment	Apply for School Games Mark in summer term To buy into coaching and CPD from Sweeney's multi sports. Chance to shine and cricket affiliation	£ See indicator 3 (coaching CPD weds and TA sessions)	Children are inspired by quality coaching in school. They access a range of sports and all children succeed. Staff were supported by the CPD they have been offered.	Complete application To continue with this provision.	
At least two hours of PE a week is provided	Staff/PE coaches/Swimming teachers provide quality lessons]		They have delivered a variety of sports so children of all ability can compete.		
Cross curricular links with other subjects	Links with science/pshe to be maintained, ensuring children develop knowledge	£0	Clear links with science and pshe through fitness and healthy living. Evidence in science books	To continue and investigate links with other subjects	
PE is seen as a key subject in school	pupil questionnaire to give an insight into attitudes, opinions and life skills learnt	£0	Feedback is very positive. Nearly all children see PE as a key subject and enjoy lessons.	Ensure children maintain these viewpoints	
			They have noticed a change in their fitness and stringy agree that they have learnt new skills and knpw how to apply them to a variety of sports. See questionnaire results	Staff questionnaire will provide feedback on teaching and learning opportunities.	

<p>PE board to celebrate school games achievements</p>	<p>board shows achievements, bronze ambassadors and upcoming events</p>		<p>Board in place. Pictures and ambassadors</p>	<p>Update more frequently. Include pupil voice.</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:	
				£4925 = 30%	
Intention	Implementation		Impact		
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
Planning development in KS1 CPD offered to all staff	CPD/Planning provided by HRVSSP Wednesday afternoons provide CPD for all teaching staff on a half termly basis. Staff to liaise with coaches to ensure they develop opportunities to learn to teach new skills, new games and new sports Other sessions provide CPD to TAs and HLTAs ensuring skills for behaviour management, the ability to push AGT children and support the less confident and SEN		£ part of buy in £2925 £2000	New KS1 planning available for all staff and coaches. Year 1 teacher attended training Staff in Reception to year 6 (including HLTAs) have had the opportunity to work alongside and team teach with experienced coaching staff. Coaches have worked in school for a number of years and know the staff and children well. Lessons are tailored to the needs of the staff, school and most importantly, the individual child. A variety of sports have been offered such as tennis, handball, tag rugby, team building activities, hockey, cricket etc.	Maintain buy in to ensure CPD is utilised Continue with coaching to provide team teaching opportunities for all staff Focus on gymnastics (coaches will hold the relevant qualifications)

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: £3742.80 = 22%
Intention	Implementation		Impact	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Club registers show an increase in participation of numbers of children and the range of sports they participate in.</p> <p>A variety of extra curricular clubs are offered to all children in the school. Assessment showed increase in ability of children and increase in skill level.</p>	<p>Audit of current PE resources and equipment. Purchase new equipment to deliver varied PE and school sport programme</p> <p>Wider program of x-curricular activities offered: kurling, football, high fives, multi skills investigated Numbers attending to be increased and coaches to be increased as needed</p>	<p>£205</p> <p>£ 3275</p>	<p>Enough resources ensures children can access quality extra curricular activity.</p> <p>Complete range of PE clubs ensured high levels of participation in extra-curricular clubs.</p> <p>Clubs offered for: Athletics ks1 Multi-sport ks1 and ks2 Netball ks2 Cricket ks2 Football ks2 Tennis ks2 Tag Rugby ks2 Kurling ks1 and ks2 multi skills ks1 invasion games ks1 striking and fielding ks1 change for life ks1 and ks2</p>	<p>Maintain the equipment</p> <p>Replace any damaged or worn equipment</p> <p>Replace and invest in new gymnastics equipment.</p> <p>Maintain levels of participation and club offers through coaching and staff opportunities.</p>

Sports day for eyfs/ks1/ks2	Purchase stickers and necessary equipment	£62.80	Sports day promotes engagement in active sports All children in school participated	New equipment needed - sacks/bean bags
Bikeability in Autumn term	Access Tots on Tyres, learn to ride and Bikeability programmes	£200	30 Children are confident and safe on bikes (eyfs) 26 Y6 passed level 1 bikeability 26 Y6 passed level 2 bikeability 12 Y6 passed level 3 bikeability	Continue
Bronze Ambassadors to feedback thoughts from children in running of PE	Children applied and selected by staff and pupils. Attended training provided by HRVSSP.	Part of HRVSSP buy in	Ambassador work with school council and PE lead to develop sport. Pupil questionnaire shows children feel positively about PE	Select and train new sports leaders Work alongside school council to develop sports crew.
Through HRVSSP develop playground leaders	Train young leaders to run lunchtime activities for KS1			Continue to involve and encourage participation

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: £2399 = 14%
Intention	Implementation		Impact	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Competitions entered shows at least an equal number of children have participated in competitive sport as compared to previous year. Opportunities to access festivals for less confident children Number of children completing SEND sporting activity has increased	HRVSSP buy in to to give new participants an opportunity to represent school. Maintain existing inter school competition programme. Attend developmental festivals and inclusion events to engage least active and SEND pupils. Maintain 'friendly' competitions as an outcome for participation in extra-curricular Develop intra competition – at end of every unit of work hold class/year group competition	£1100 £0	Children from year 1 - year 6 competed in events thorough out the year, targeting AGT children and other, less confident children Children participated in the full range of sports offered through the sports partnership and additional local sporting events. In class competitions allows a range of children to achieve through self and team competition.	Maintain this, ensuring all children have an opportunity to represent school at least once in their school life. Develop this so that classes are regularly competing against each other - at least 3 times a year.
Affiliation with Lancashire cricket develops opportunities for children to compete learning new skills.	Chance to shine and further development of year 6 children to prepare for HRVSSP and county competitions	£499	Year 4/5 cricket competition - third place Year 6 cricket - represented Hyndburn at county finals Year 5 girls cricket entered.	Continue and develop
Transport to and from events	Mini bus hire	£800		

			Ensured all children can access events during the school day and after the school day.	Continue as needed Potentially look at staff insurance?
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