

Evidencing the Impact of the Primary PE and Sport Premium

Brindle St Joseph's RC Primary School
2018-19

Commissioned by
Department for Education

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Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

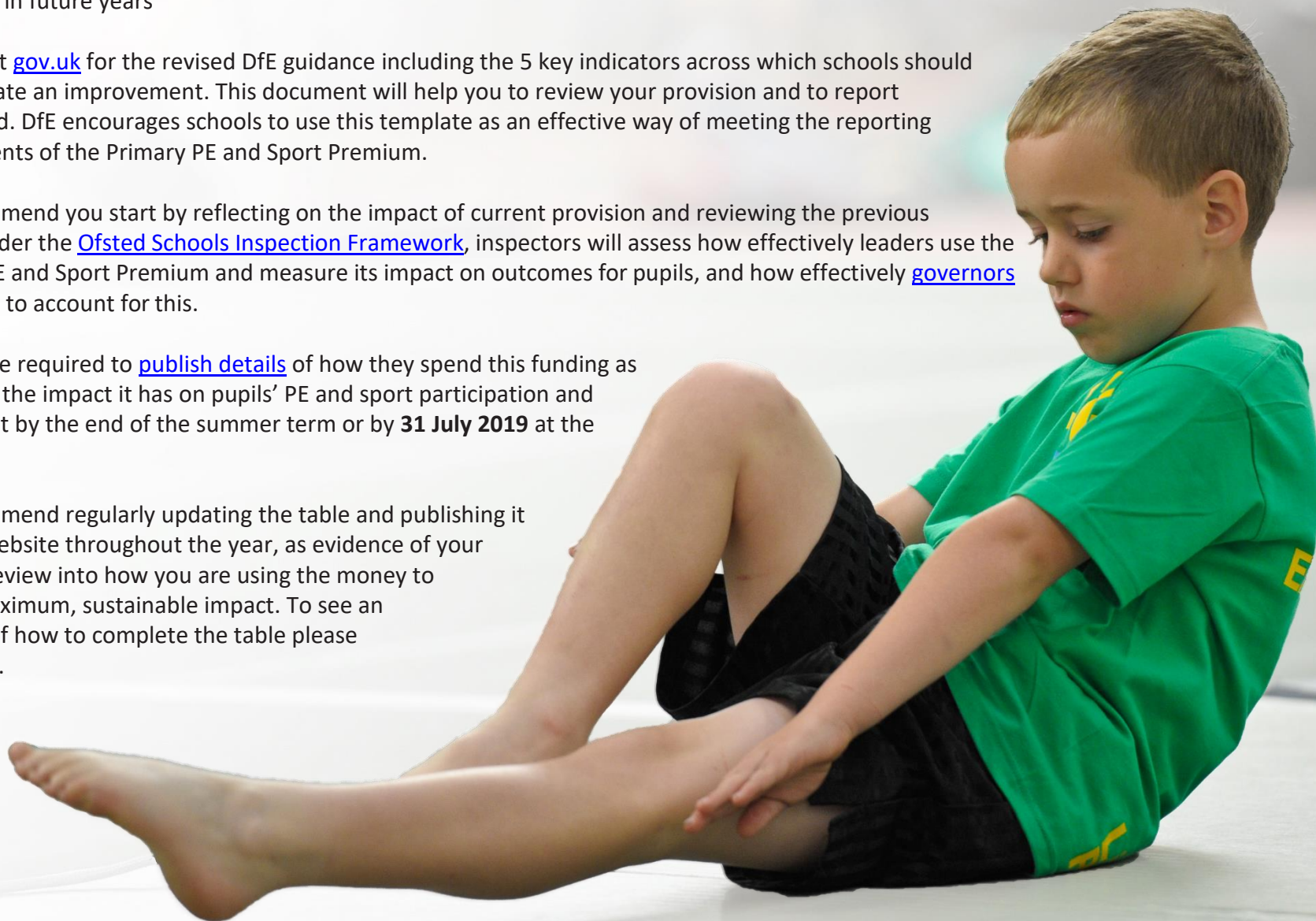
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit gov.uk for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment by the end of the summer term or by **31 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. To see an example of how to complete the table please click [HERE](#).



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:
<ul style="list-style-type: none"> • Silver Games Award • Baseline of Fundamental Movement Skills at the start of the year influences lesson planning and sports provision • Analysis of data shows more children are able to perform FMS at a mature level. • Increased participation in physical activity in targeted children • Participation of majority of children in competitions and wider activities (89%) • Assessments of P.E. linked to NC skills – key person liases between teaching staff and sports coaches for accurate assessment 	<ul style="list-style-type: none"> • Integrated tracking system • Target groups of pupils with low participation in PA • Extra swimming for those not meeting requirements by Y4 • Use of ipads for teacher assessment and peer coaching • More structured break and lunch times using zones and coaches to target specific skills • Continued access to swimming lessons for targeted children not meeting swimming requirements. • Increase number of intra-school competition at lunchtimes • Sports as a regular agenda on School Council • Sports Awards at achievement assembly and on newsletter • Repairs to outdoor Adventure Playground

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? N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%

<p>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?</p>	<p>Yes/No An extra term of swimming for Year 2 and non-swimmers who haven't met the requirements by Year 4. (£1495 for additional swimming)</p>
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Academic Year: 2018/19	Total fund allocated: £	Date Updated:		
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: 41 %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles.</p> <p>To develop physical activity opportunities outside of curriculum time. To develop structured lunchtime activities through Sports coaches Impact on pupils will be:</p> <ul style="list-style-type: none"> Increased engagement with PA Increased stamina <p>To introduce a tracking system of children’s attendance at physical activity sessions, after school clubs, lunchtime clubs.</p> <p>Impact – targeted groups of less active</p>	<p>Lunchtime sessions delivered by Sports Cool from Autumn 2018- July 2019.</p> <p>Dance For the Heart routine learnt and performed by the whole school in June.</p> <p>Involvement in whole school opportunities eg Chorley Loop, PSED healthy lifestyles</p> <p>Increased use of Forest School to deliver other areas of the curriculum in an active way</p> <p>Young Leader and staff training to promote lunchtime sports</p> <p>New sound system for outside to promote dance at break times</p> <p>Develop a tracking system to monitor children’s physical activity.</p>	<p>Part of coaching budget £5460 (Sportscool)</p> <p>£200</p> <p>£180</p>	<p>Majority of pupils regularly undertake more than 30 minutes of physical activity through clubs, competitions and forest school (sports registers). All children access 2 hours of curriculum P.E in addition to additional activities such as the ‘mile-a-day’ challenge, sports day and Dance For the Heart.</p> <p>Increase in pupils accessing lunchtime and after school clubs and physical activity sessions. All pupils have taken part in at least one lunchtime or after school club.</p> <p>Teachers to report back on any differences noticed in terms of children settling and ready to learn.</p> <p>Good use has been made of our Forest School to deliver a range of subjects eg orienteering, maths, English and science</p> <p>More cohesive system allows P.E. lead to identify target groups for alternative activities eg low attendance groups</p> <p>Designated person liaising across sports coaches and teaching staff to</p>	<p>Plan and zone different sporting activities over break time and lunchtime.</p> <p>Update change for life club or lunchtime activities with a new set of activities that will contribute to your target of 30 minutes physical activity per day.</p> <p>Update P.E. curriculum maps for next academic year</p> <p>Continue swimming provision for pupils currently in Y4 who do not achieve the NC swimming requirements.</p> <p>Use of ipads and app to track club and competition attendance</p>

children will increase the amount of time that they are active,	Set up intervention strategies for the less physical active children through inclusion competitions and lunchtime activities Additional term of swimming for Y2 and non-swimmers at Y4	£1350	monitor physical activity in targeted groups. Increase in 53% of physical activity of targeted groups (low attendance at clubs and PP)	Target children funded for after school activities – weight issues/ limited opportunities at home.
Key indicator 2: The profile of PE being raised across the school as a tool for whole school improvement				Percentage of total allocation: 36%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Whole school improvement in wellbeing of pupils PE , PA and school sport to be a vehicle for supporting children with developing a healthy lifestyle PE as a vehicle for teaching active maths, supporting the intervention programme	Lunchtime sessions delivered by Sports Cool from Autumn 2018- July 2019. Dance For the Heart routine learnt and performed by the whole school in June. Involvement in whole school opportunities eg Chorley Loop, PSED healthy lifestyles Sportscool to deliver active maths sessions to targeted children in Year 2 Purchase more outdoor P.E. equipment Purchase ipads and coaching software for staff and peer assessment and tracking participation	Part of coaching budget £5460 (Sportscool) (Part of South Ribble infrastructure bundle) £325 £250 £1730	Skills, knowledge and understanding of pupils are increased significantly - Pupils really enjoy PE and Sport, are very keen to take part and demonstrate a real desire to learn and improve P.E. used as a successful vehicle for supporting the maths curriculum in a boy heavy Y2 cohort in terms of engagement of pupils.	Apply for school games mark annually CPD of staff with sports coaching software and peer assessment in lessons. Build into P.E. lessons. Introduce Sports Awards at achievement assembly and on newsletter Have sports as a regular agenda on School Council

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				7%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Increase the confidence of staff in delivering PE at both KS1 and KS2. Impact on pupils will be increased attainment and confidence in PE.</p> <p>To use coaches/ experts to work alongside teachers Coach to continue to support staff CPD in PE lessons focusing on team teaching, planning and assessment.</p> <p>To develop the PE assessment through KS1 and KS2 using FMS and core tasks.</p>	<p>Time is provided for school based working – team teaching</p> <p>Coaches to deliver sessions with support staff to aid development and confidence in assisting with PE / Sport and assessment. Measure would be the difference between pre and post intervention questionnaire.</p> <p>Target low achieving FMS Y1-3 for additional teaching with P.E. lessons</p>	<p>(Part of South Ribble infrastructure bundle)</p>	<p>Skills, knowledge and understanding of pupils are increased - see breakdown of analysis of standards in P.E.</p> <p>Pupils questionnaire shows pupils really enjoy PE and Sport, are very keen to take part and demonstrate a real desire to learn and improve</p> <p>Analysis of FMS data shows that on average in years 1-3 FMS across a range of movements have improved by 67% through targeted teaching of skills within P.E. lessons</p>	<p>Subject lead to work with staff to help with planning and assessment to ensure solid foundations through assessing 'Fundamentals Movement Skills'</p> <p>P.E. lead to continue to liaise with welfare staff and Young Leaders to ensure purposeful skills based activities are zoned At break times and children are actively engaged</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				7%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Additional achievements:</p> <p>Participate in mile-a-day and Chorley Loop running activities</p> <p>Attendance Clayton Brook Sports Evening</p>	<p>Support South Ribble School Games Staffing Infrastructure</p> <p>Inclusion Events through South Ribble Partnership each term (target children who do not do after school)</p>	<p>(Part of South Ribble infrastructure bundle)</p>	<p>Sports Club attendance was up on last year. 100% of children access at least one sports club reflecting the broad range of sports appealing to children's interests.</p>	<p>Access new activities offered through sports partnership for next academic year</p> <p>Continue tracking pupils for participation in inclusion</p>

Whole school participation in Dance from the Heart	sports and children with Pupil Premium funding).		Increased stamina and resilience evident within lessons and clubs. All inclusion events attended, mainly by targeted children (low attendance in sports clubs and pupil premium)	events
Restructure sports day activities to include more team building activities	After school clubs bought in by South Ribble: Staff meeting to discuss ideas		Whole school events showed enthusiastic participation by all pupils eg mile-a-day, Dance For the Heart and Sports Day.	Provide free after school sports clubs for identified children Review curriculum map to ensure broad range of P.E.
Purchase of additional sports equipment to enhance and broaden the range of sports taught during curriculum time.	Additional equipment allows Lancs P.E scheme units to be taught comprehensively and effectively.	£700	Additional equipment has lead to more effective teaching of skills and increased engagement of pupils within lessons	
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				11%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To enable more pupils to participate in school competitions and fixtures across a broader range of sports	Participation in intra-school competitions assisted by sports coaches. Participation in whole school Sports Day. Participation in a range of competitions organized by South Ribble Sports. Participation in KS1 competitions	Part of £4898 (Sportscool) £2000 (Part of South Ribble infrastructure bundle)	Intra-school handball competition was well attended 66% of KS2 took part. 98% participation in whole school sports day. Transportation has enabled more children to compete in competitions during the school day. 41% of KS1 have engaged in a	Use of booking website to organise competition diary more effectively to allow staff release to be planned in advance Arrange shared transport with other school Target groups for inclusion events identified through

	<p>programme through South Ribble Partnership</p> <p>Participation in KS2 competitions programme through South Ribble Partnership</p> <p>Co-ordinate with sports coaches so dinnertime and after school clubs help prepare teams for competitions</p> <p>Transportation to events/TA support</p> <p>Purchase a broader range of equipment</p>	<p>(Part of South Ribble infrastructure bundle</p> <p>Transport and Staffing for Competitions</p> <p>£600</p> <p>£700</p>	<p>competition through SSP</p> <p>62% of KS2 have engaged in a competition through SSP.</p>	<p>tracker</p> <p>Increase funding for TA cover to allow participation in competitions during the school day</p> <p>Increase lunch time intra-school competitions (pupil choice of sport)</p>
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