

Evidencing the Impact of Primary PE and Sport Premium at St Pauls Cof E Primary School.

A. Lee 2015-2016

Vision for the Primary PE and Sport Premium

ALL pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport

The funding has been provided to ensure impact against the following

OBJECTIVE:

To achieve self-sustaining improvement in the quality of PE and sport in primary schools. It is important to emphasise that the focus of spending must lead to long lasting impact against the vision (*above*) that will live on well beyond the Primary PE and Sports funding.

It is expected that schools will see an improvement against the following 5 key indicators:

1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. the profile of PE and sport being across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

SECTION 1A – EVALUATION OF IMPACT/LEARNING TO DATE

Name of school: St Pauls C of E Primary School

Academic: 2015 2016

- In previous years, have you completed a self-review of PE, physical activity and school sport? Yes
- Have you completed a PE, physical activity and sport action plan/ plan for the Primary PE and Sport Premium spend? Yes
- Is PE, physical activity and sport, reflective of your school development plan? Yes
- Are your PE and sport premium spend and priorities included on your school website? Yes

SECTION 1B – SWIMMING AND WATER SAFETY self rescue focus.

Swimming is an important skill and can encourage a healthy and active lifestyle. All Local Authority schools must provide swimming instruction either in key stage 1 or key stage 2. The [programme of study for PE](#) sets out the expectation that pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Swimming and Water Safety	Please fill out all of the below:
• What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	91%
• What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	78 %
• What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	78 %
• 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

SECTION 2 – REFLECTION: WHAT HAVE WE ACHIEVED AND WHERE NEXT? 2015/ 2016

Below is a summary of successes against targets 2015-2016.

Key priorities from action plan 2015-2016	Key achievements/What worked well:	Key Learning/What will change next year:	Impact of actions	Evidence available.
<p>1. The engagement of ALL pupils in regular physical activity – kick starting healthy active lifestyles.</p> <p>a) For Gifted and talented approach to be included on the policy, policy updated and followed.</p> <p>b) Create a fitness policy for the school.</p>	<p>a) Any pupils identified as G&T are identified on assessment sheets and coordinator uses this when planning competitions and informs extra-curricular club leaders so challenge is set. PE specialist has included challenge as part of support programme and bought in differentiated groups for outdoor games.</p> <p>b) A physical activity policy is now in place, summarising our ethos and aims.</p>	<p>A) £85 - yes Systems in place and data includes % of more able is steady but now needs to be monitored more closely.</p> <p>B) £170 – Yes There is a clear vision and direction for the school so that a consistent approach gives all pupils opportunity for engagement in physical</p>	<p>More confident and competent staff.</p> <p>Enhanced quality of teaching and learning</p> <p>Improved standards /standards maintained.</p> <p>Enhanced inclusive curriculum provision.</p> <p>Positive attitudes to health and well-being.</p> <p>Easier pupil management Increased pupil participation</p> <p>Enhanced extra-curricular provision</p>	<p>Teacher questionnaire.</p> <p>Learning walk evidence trail.</p> <p>Feedback from consultant.</p> <p>Data analysis</p> <p>Pupil voice activities</p> <p>Behaviour books at lunchtime</p> <p>Extra-curricular time table.</p> <p>Competitions entered maintained – old diary for dates.</p> <p>Attitudes on sports day.</p> <p>Club attendance monitoring.</p>

<p>C) Join in a promote walk to school week.</p> <p>D) Meet with school nurse to identify overweight pupils to create programme of support.</p> <p>e)Time table monitored to ensure all classes are receiving allocated time on PE and sport.</p>	<p>c) School made links with_____ and they came into school to promote with the pupils the importance of fitness and healthy lifestyles. We ran an internal promote walk to school week.</p> <p>d) CHAMPS and school nurse discussed the % of pupils and a priority group was identified, fitness classes were set up for identified group of year 5/6 pupils.</p> <p>e) All classes are receiving the allocated time with the exception of year 3/4 who swap dance and gym on alternate half terms for the class that are</p>	<p>activity. Next- share with all staff.</p> <p>C) Day supply to plan. The systems are in place for a formal launch for 2016-2017 and pupils’ awareness was encouraged. Next- run the formal Walk to school.</p> <p>D) Day supply – Yes The group love the sessions and they are all physically active for the whole session. Next- Set up a system to monitor the impact of the sessions with formal data.</p> <p>E) No funding needed – Yes The allocated 2 hours is being met. Next steps-Monitor half termly to ensure this is sustained.</p>	<p>More pupils involved in competition</p> <p>Developing leadership skills</p> <p>Increase staff knowledge and understanding</p>	
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<p>F) 3 NQT staff to receive support in all 3 areas with focus on developing physical fitness and challenge.</p> <p>g) Re launch' Physi Kids' club for target group.</p> <p>h) Add any local groups/advice to website for parents to be</p>	<p>swimming.</p> <p>f) Year 5/6 NQT year 3/4 NQT and EYFS NQT all received 2 terms of support. Impact is that all staff have completed meeting with PE leader and can identify how their teaching has improved with all 3 saying that they now know how to challenge pupils and that their own confidence when teaching and subject knowledge has increased since the support.</p> <p>g) NOT MET due to staff availability for training, however pupils in target group as mentioned in point d.</p> <p>h) NOT MET</p>	<p>F) £4500 PE consultant – Yes The support need to continue to 1 term for all 3 but in remaining area of the curriculum. EYFS needs to be in final term to promote progression to the next stages in Gym.</p> <p>G) Research a sustainable physical group to be run in next academic year.</p> <p>H) No funding linked but target to be carried forward</p>		
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<p>informed of the importance of PE and fitness.</p> <p>I) Extra swimming sessions to be offered to year 5 not just year 6 to ensure highest possible % reach ARE by end of year 6.</p> <p>J) Focus of PE support to be 80% 20% pupils/teacher in gym.</p>	<p>i) 15 more pupils from year 5 and 6 met the NC expectations for swimming with 91% of year 6 leaving being able to swim 25m- 2 of the pupils who didn't meet this expectation had EHP and physically were unable to enter the pool.</p> <p>j) Through observation of 6 gym sessions staff are giving running commentary of evaluating pupils and giving directions ensuring that pupils are active a minimum of 80% of the session and in 2 cases more. Support from PE specialist focussed on keeping pupils active while learning new skills.</p>	<p>to 2016/2017.</p> <p>I) To continue offering the swimming programme to year 5 and 6 as data demonstrates the impact and pupil voice shows the enjoyment the pupils take from the sessions.</p> <p>J) Supply funding – YES Next- Staff need to ensure that during dance the pupils are active for 80% of the sessions (minimum) to engage pupils in physical activity.</p>		
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<p>k) Lunchtime rota to be changed to ensure all 3 zones include active games with ideas from Sports council.</p> <p>l) Run staff fitness club once a week.</p> <p>M) Ensure all pupils in year 6 are offered the O and A programme and those not attending Ghyll Head offered Debdale day.</p>	<p>k) The rota now is up and running and from observation of lunchtime all zones in KS2 are active zones. Sport council not involved in the decision in 2015/2016. Observation of an active, structured and competitive lunchtime.</p> <p>l) 10 staff attended a fitness club for 2 terms and all fed back that they enjoyed and saw the impact on their own fitness. The impact was that staff saw activity as an important part of life thus their enthusiasm being seen in the lessons taught.</p> <p>m) 4 pupils were funded by school in total. All year 6 had O and A coverage and they all had opportunities to use</p>	<p>K) £255 3 meetings held with S.Huck play leader – Yes Pupils are active and behaviour books are having fewer incidents. Next- Ensure KS1 and EYFS playtimes have opportunity for competition and active zones. Ensure sports council involved in the activities.</p> <p>L) No funding linked. Next- continue for 1 term each year.</p> <p>M) £300 was spent from sports funding and £1500 from other cost centres. Next- Continue with subsidy</p>		
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<p>2.The profile of PE and sport being raised across the school as a tool for whole school improvement.</p> <p>a)signpost parents to local clubs that have been approved by Manchester.</p> <p>b)Provision for G&T to be</p>	<p>maps which had impact on geography subject knowledge. Pupil voice activities gave evidence that ALL pupils asked felt engaged and loved these activities. Dedbale was not used however local parks were.</p> <p>a) When local clubs that are approved send literature to school, this is shared with parents, at parents evenings parents are informed if their child is showing a talent. Adverts for clubs are on display during parents evening.</p> <p>B) Any pupils identified as G&T are</p>	<p>A) Continue with systems in place but include one letter in Spring term which summarises the local clubs on one sheet.</p> <p>b) Systems in place and data</p>		
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<p>included on the policy.</p> <p>C) create a leaflet to parents summarising sport at St Pauls informing them of the importance of fitness</p> <p>D) Elect a group of pupils from year 2-6 to meet termly as a Sports and PE council.</p> <p>e) Run staff meeting on ARE and physical fitness.</p>	<p>identified on assessment sheets and coordinator uses this when planning competitions and informs extra-curricular club leaders so challenge is set. PE specialist has included challenge as part of support programme and bought in differentiated groups for outdoor games.</p> <p>C) Not completed however a board was displayed during open day to promote fitness and local clubs, school nurse, nutrition and swimming clubs attended to promote fitness in the community.</p> <p>D) Pupils from year 5/6 had a teaching session based around fitness and sport and then if they felt this was their passion wrote letters to coordinator and then 6 pupils were selected for the sports council.</p> <p>e) ARE were shared with the staff and portfolio was began to demonstrate what the ARE looks like. Staff meeting time was used for SDP targets.</p>	<p>includes % of more able is steady</p> <p>Next: monitor more closely the pupils in G&T column to ensure challenge is included in lessons and opportunities for local clubs offered.</p> <p>c) Day supply used booking clubs into attend open day and to create displays. Next: create leaflet as originally planned.</p> <p>d) Day supply used to plan and teach lesson to all 5/6 classes and time taken to select and create the group. No meeting held in 2015/2016. Next: regular meeting to be held for sports council.</p> <p>e) ½ day supply was used to create ARE for staff to follow for assessment and portfolio beginning.</p>		
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<p>F) Add sports funding to SMT agenda on 2 weekly cycle so feedback on progress of action plan clear.</p> <p>G) Meet with governor to go analyse impact report and new action plan.</p>	<p>f) NOT MET – however the impact report and action plan was shared with SMT.</p> <p>g) Met with governor to share report and he gave feedback to ensure it was parent friendly when placing on the website, he gave links to the local rugby club which were followed up.</p>	<p>Next: Portfolio to be continually developed and staff meeting time requested to share importance of sustained physical exercise in lessons and life.</p> <p>f) To share on a termly basis the progress of spending with sports funding.</p> <p>g) ½ day supply used to ensure communication with governors maintained and profile of PE and sports raised at St Pauls. Next- continue the meetings with M. Shanahan (governor).</p>		
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<p>3. Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>a) Staff knowledge of challenging the more able in Gym increased.</p> <p>b) Continue to develop St Paul's scheme of work across gym and dance.</p>	<p>a) Sports consultant supported 6 members of staff during the 2015/2016 year and focussed on challenging the more able in Gym, the staff fed back to coordinator that confidence had grown in gym but still felt challenge in dance was needed.</p> <p>b) Staff now use a mixture of Manchester scheme of work and Val Sabian scheme of work to create plans that match pupils need and St Paul's creative curriculum. Coordinator purchased Val Sabian schemes and shared with teacher responsible for planning in each team. Plans monitored and areas for development shared with team leaders.</p>	<p>a) Consultant £ was effective. Next – challenge/mastery in other areas of PE and sport.</p> <p>b) Effective use of coordinator time as staff now have resources. Next- Ensure scheme of work for outdoor games in meeting St Paul's pupils needs.</p>		
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<p>c) For progression in Gym lessons to be planned more effectively.</p> <p>d) Staff knowledge on how to keep pupils active in Gym whilst receiving feedback/evaluation.</p> <p>e) New assessment sheets to be shared with all staff and breakdown explained so end of year data is accurate.</p>	<p>c) Ongoing work- Lesson planned are progressive across the year and pupils are progressing in their skills and control.</p> <p>d) 6 staff supported fed back that pupils are now evaluating as moving and running commentary from the teacher and TA (in some classes) ensures that pupils are sustaining physical exercise for longer periods in the lesson – evidence from observations, feedback and discussion with consultant.</p> <p>e) Assessment sheets created and shared with all staff via briefing and email. End of year data gathered and less confusion with the</p>	<p>c) Use of consultant to ensure staff know what to deliver is ensuring progress however as coordinator I need to monitor the difference in lessons. Next- There needs to be clear progression from each key stage, What is it that is different in 3/4 to 5/6 etc.?</p> <p>d) Use of consultant effective. Next- Evaluation in dance and setting challenging questions in Gym and Dance.</p> <p>e) Supply time used to monitor data and fed back to staff. Next – use data to ensure support in in the</p>		
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<p>f) Portfolio of what expectations look like created, including photos, plans, descriptions so staff know what age related expectations look like.</p> <p>g) Staff running clubs to attend training at level 2 e.g. netball, basketball.</p> <p>h) 3 NQT staff to receive support in all 3 areas with focus on developing physical fitness and challenge.</p>	<p>curriculum from previous years. (see date file)</p> <p>f) Portfolio has been started with a focus on generic criteria that covers all PE lessons. The portfolio needs to be continually developed and is work in progress.</p> <p>g) 1 staff attended netball course-</p> <p>h) NQT staff all supported during the year and feedback to coordinator that confidence and quality of lessons has improved with challenges being set for all pupils, biggest impact has been differentiating KS2 outdoor sessions to ensure individuals being set</p>	<p>year groups where pupil attainment is lower.</p> <p>f) Supply time used to gather evidence for portfolio and observe the lesson to see what ARE actually looks like in practice. Next- continue with development of portfolio.</p> <p>g) Place new club leaders – netball on hi 5 course.</p> <p>h) Continue with consultant in supporting areas staff identified as needing further development.</p>		
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<p>4. Broader experience of a range of sports and activities offered to all pupils</p> <p>a) Involve year 5 in the Bikeright programme.</p> <p>b) Ensure present club providers are made aware of Manchester approved list of providers and apply for joining. Once joined get Manchester team in to observe.</p> <p>c) Audit the pupils who are presently attending sports clubs and send letter to those not attending to gather reasons.</p>	<p>realistic but challenging sessions.</p> <p>a) Year 5 officered programme of ‘Bikeright’ 31 pupils from year 5 took part and 6 pupils fed back they were now cycling once a week to school.</p> <p>b) Not met – Observation of Fit kids and Football was completed by coordinator and feedback given to club provider. Actions were followed up.</p> <p>c) Clubs were monitored and pupils who were not attending were sent a letter to analysis why. Feedback demonstrated the main</p>	<p>a) Continue to offer Bikeright to both year 5 and 6. Next- Look into possibility of pupils without bikes joining the course.</p> <p>b) Not met and coordinator needs to research the procedures to join approved list.</p> <p>c) Repeat the process in the spring term to ensure that reason is consistent and if any pupils identifying cost as an issue are offered support.</p>		
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<p>d) following feedback form audit and sport council create</p> <p>e) Meet with local rugby and lacrosse clubs for advice on how to involve our pupils and families.</p> <p>f) Observe each club during the year and give feedback to coach ensuring high quality provision.</p>	<p>reason was commitments elsewhere and in a small number of cases pupils were offered clubs for free where costing was indicated as a reason for not attending.</p> <p>d) Cricket club has now begun and is attended by 23 pupils who all attend regularly and feedback from coach are progressing.</p> <p>e) Met with rugby club and leaflets were shared, didn't meet with lacrosse.</p> <p>f) Netball, football and fitkids observed, all pupils active and involved, pupils developing new skills and health and safety</p>	<p>d) Success is number attending Next- enter cricket competition now pupils are becoming more confident.</p> <p>e) Leaflets shared with parents. Next – make links with lacrosse and visit rugby club to attempt to have a number of training sessions at school.</p> <p>f) Confidence that quality provision is being delivered. Next –continue 1 observation per club during</p>		
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<p>g) Make links with Trinity for support with outdoor and adventure programme.</p> <p>5. Increased participation in competitive sports.</p> <p>a) For intra sports competition to be part of planning for KS2 end of unit sessions.</p> <p>b) 10 competitions entered in 2014/2015 aim to increase this to 12 in 2015/2016.</p>	<p>procedures were being followed.</p> <p>g) Not met as O&A met with Ghyll Head and visit to parks.</p> <p>a) Each of year 5/6 classes includes an end of unit competition within their own class. Still to develop in year 3/4.</p> <p>b) 11 competitions entered- 8 Manchester and 3 with local schools.</p>	<p>the academic year.</p> <p>g) Next- Continue to use PP to fund pupils who can't access Ghyll Head and those not allowed to attend to develop O&A skills in park of Debdale visit. To introduce O&A in year 3/4 curriculum.</p> <p>a) Next - Consultant and coordinator meet to plan support in lessons that ensures intra competition is being delivered. For year 5/6 to access a competition across the 3 classes.</p> <p>b) Ensure use competition website to not miss key competitions and continue with minimum of 10 in academic year.</p>		
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<p>c) Make contact with local schools in walking distance to set up Netball/football matches during after school club times.</p>	<p>c) Links made for football by sports coaching team not for netball.</p>			
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