

Sports Premium **Impact** report St Paul's CofE Primary

2017-2018

Reported by A.Lee

Amount of Grant Received –£14752 (7/12 from 16/17 allocation and 5/12 from 17/18 allocation)

The Action Plan followed was developed to ensure the effective use of the new Primary PE and Sport Premium. We aimed for all pupils leaving our school to be physically literate and equipped with the knowledge, skills and motivation necessary for healthy, active lifestyles and lifelong participation in physical activity and sport.

The plan aimed to :

- improve the quality and breadth of PE and sporting provision
- increase participation
- ensure all pupils develop healthy lifestyles
- ensure all pupils achieve the performance standards they are capable of
- make improvements now that will benefit pupils joining the school in future years

The 5 indicators we aimed to see improvements against are:

- The engagement of all pupils in regular physical exercise – kick starting a healthy lifestyle
- The profile of PE and sport being raised across the school as a tool for whole school improvement
- Increased confidence , knowledge and skills of all staff in teaching PE and Sport
- A broad experience of a range of sports and activities being offered to all pupils
- Participation in competitive sports increased
- Fitness levels of all year groups increased

This plan was shaped by the advice offered to schools by the Department for Education in its communication to schools in June 2013. It was designed to directly address the key findings and recommendations of the Ofsted Report:

“Beyond 2012 : Outstanding PE for all Schools”

Section 1A – Evaluation of impact/learning to date

Academic: 2017/2018

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?	No
Are your PE and sport premium spend and priorities included on your school website?	Yes

SECTION 1B – SWIMMING AND WATER SAFETY self rescue focus, a priority at St Pauls to ensure pupils are safe in and out of school.

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?	93%
• use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]	53%
• perform safe self-rescue in different water-based situations.	46%

<ul style="list-style-type: none"> 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
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Areas highlighted in yellow have been actioned – details will be added in St Pauls Impact report 2017/2018

Areas highlighted in blue were not met and need to be carried forward to 2018/2019 action plan

Academic Year: 2017/2018		Total fund allocated: £14752					
A	B	C	D	E	F	G	H
PE and Sport Premium Key Outcome Indicator	School Focus/ planned <i>Impact on pupils and staff.</i>	Actions to Achieve	Planned Funding	Actual Funding	Evidence	Actual Impact (following Review) <i>on pupils</i>	Sustainability / Next Steps
			Where consultant discussed in many action below = £4500 per year. City support discussed in many actions below = £3750.00	£4500 £3750		See below as broken down into support and outcomes.	

<p>1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles</p>	<p>Resilient pupils developed in PE</p> <p>Assessment used effectively</p> <p>More able pupils challenged</p> <p>Pupils’ ability to sustain physical activity for periods of time increased.</p> <p>Higher % of pupils meeting 25m in swimming.</p> <p>More confident and competent staff.</p> <p>Enhanced quality of teaching and learning</p> <p>Improved standards or standards maintained.</p> <p>Enhanced inclusive curriculum provision.</p> <p>Positive attitudes to health and well- being.</p> <p>Easier pupil management</p> <p>Increased pupil</p>	<p>a) Have certificates available in the hall and classrooms to hand out at the end of PE.</p> <p>b) Monitor data of specific groups in PE; are they in line with other subjects? Is there a group/cohort underachieving?</p> <p>c) Set up a create a system to record fitness at the start of the year / term 2 and term 3 to ensure fitness levels are increasing in all year groups.</p>	<p>£100</p>	<p>a) £67.84</p> <p>b)£85</p>	<p>In hall, pupil voice.</p> <p>Data analysis in file. Staff voice.</p> <p>System created</p>	<p>a)Sports council carried out pupil voice and pupils felt encouraged by certificates and were driven to achieve in lessons.</p> <p>b) target groups set up for underachieving pupils. Pupils’ fitness monitored and 80% of group had made progress.</p> <p>c)System ready to use in 2018/2019 having trialled with year 5 group. Pupil target group improved fitness</p>	<p>Costs of new certificates however to reduce costs use photocopied versions.</p> <p>b) systems in place to monitor, P.Callaghan running group and now need staff or LOs trained for sustainability.</p> <p>c) Sustainable when disseminated to all staff. Share with staff for 2018/2019</p>
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	<p>participation</p> <p>Clearer talent pathways</p> <p>Increase staff knowledge and understanding</p>	<p>[Redacted]</p> <p>d) Physical fitness policy to be updated to run in line with new push on fitness levels at St Pauls , consult with staff and parent forum then share with all staff, including Los.</p> <p>e) Run a walk to school week to promote fitness.</p> <p>[Redacted]</p> <p>f) Continue fitness target group with KS2. Selected staff observe sessions to ensure that group is sustainable.</p> <p>g) Monitor the impact of the fitness group using system in</p>		<p>f)Data and feedback from Los.</p> <p>g)Data</p>	<p>as appropriate targets set.</p> <p>f) Pupils fitness increased and 3/4 of pupils observed joining in with lunchtime activities.</p> <p>d)Knowledge that fitness is improving.</p>	<p>action plan.</p> <p>d)Need fitness policy update.</p> <p>e)New subject lead investigate successful walk to school weeks.</p> <p>f)Sustainable while P.C present and staff are trained TAs would have to take over if P.C left.</p> <p>d)Monitoring from leader of group ,</p>
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		<p>point c.</p> <p>h) Continue to monitor timetable to ensure pupils receiving allocation of time.</p> <p>i) Research strategies to increase active minutes (recommendation 30mins per day) , deliver to staff ideas.</p> <p>h) Monitor the additional active minutes throughout the school.</p> <p>i)Support Year 5/6 and EYFS from P. Callaghan on challenge and physical fitness.</p>		<p>i)Course cost £75</p>	<p>h)timetable</p> <p>i)List of activities being used.</p> <p>i)Staff feedback from EYFS and 5/6, planning.</p>	<p>Pupils fitness improved.</p> <p>h) Pupils receiving correct curriculum coverage.</p> <p>i)Increase to active minutes and bank of ideas increasing, pupils experiencing activity out of curriculum sport to promote active lifestyles.</p> <p>i)Less dead time in lessons and pupils physically active of minimum</p>	<p>ensure time for assessment in programme.</p> <p>h)Yes subject leader to continue monitoring.</p> <p>i)Expectation for staff to include one active session a week in maths in 2018/2019. Research into new programme by PSC.</p> <p>h) set up system to monitor additional active minutes.</p> <p>i)Yes as staff knowledge increased, need to gather staff</p>
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		<p>j) Support year 1/2 and 3/4 with City in community with focus on healthy lifestyles.</p> <p>k) Continue to send information to parents of local groups/advice regarding fitness and healthy lifestyles including on website.</p> <p>l) Measure impact of sending advice, are children attending external clubs and activities?</p> <p>m) Extra swimming sessions to be offered to year 5 not just</p>			<p>j)feedback JP and KO.</p> <p>k)Lette rs</p> <p>m)registers</p>	<p>80% lesson following input.</p> <p>j)Lessons in 1-4 all including an element of lifestyle in dance/gym.</p> <p>k)pupils having opportunity to engage in external activities.</p> <p>m) swimming data above national average.</p>	<p>knowledge for future support.</p> <p>j)Monitor that lessons continue to include lifestyle elements and how PE can fi into everyday life.</p> <p>k) Continue with letters now need website updating and monitor pupil activity out of school.</p> <p>m) continue with year 5/6 extra swimming but</p>
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		<p>year 6 to ensure highest possible % reach ARE by end of year</p> <p>n) Focus of PE support to be 80% 20% pupils/teacher in gym year 5/6 and EYFS.</p> <p>O) At lunchtime include suggestions from sports council and set training up for Los on competition- City.</p> <p>p) Involve the pupils in a sporting event to raise money for Sports Relief day promoting healthy lifestyles.</p>			<p>n) Learning walk, feedback PC</p> <p>o)timetable for lunchtime</p> <p>p)Money raised.</p>	<p>n)Pupils activity in the 30 minutes session increased from 2016/2017.</p> <p>o) pupils voice acted upon and higher participation in team games in KS2.</p> <p>p)Pupils involved in seeing impact sport has on lives, super movers enjoyed by school so staff now using regularly, sports</p>	<p>focus on G&T swimmers once target met.</p> <p>n)Yes, inform staff that expectation is to see 80/20 minimum physical activity.</p> <p>o) PC train Los in new games linked with fitness group as city not appropriate.</p> <p>P)Yes to continue each year but remember photos and increase our activity on this</p>
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		<p>q) Primary sports coaching to support lunchtime 2x per week in Spring term to upskill LO team and raise active minutes and competition at lunch.</p>		q)1160 2 term	q) SH view.	<p>council raising profile of sport and gaining leadership roles.</p> <p>q)Increased participation at lunchtime.</p>	<p>day.</p> <p>q) not sustainable if funding was to go.</p>
<p>2. the profile of PE and sport being raised across the school as a tool for whole school improvement</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>Increased pupil participation</p> <p>Enhanced extra-curricular provision</p>	<p>a) Termly assembly where sports council and Miss Lee promote a new sport or sporting event and how we can get involved.</p> <p>b) Continue with sport council meetings but include pupils in younger year groups.</p>	<p>Sports council time £255 - £85x3</p>	a)255	<p>a)assembly notes and PowerPoint</p> <p>b)Pupil names</p>	<p>a)sports council leadership skills gained, all pupils informed about areas of PE that were fed back as negative from one voice, misunderstandings addressed.</p> <p>b) Year 5 involved and group sustainable.</p>	<p>a)yes however when funding goes meetings at lunchtime.</p> <p>b)Next involve year 4 pupils.</p>

	<p>Clearer talent pathways</p> <p>Increase staff knowledge and understanding</p>	<p>c) Signpost parents to local clubs that have been approved by Manchester, include one letter in spring term which summarises the local clubs on one sheet, ensure system in place to monitor pupils at our school attending external clubs.</p> <p>d) Monitor pupils in G&T column of assessment grids to ensure challenge is included in lessons and opportunities for local clubs offered and monitor the pupils attending clubs.</p> <p>e) 2 posters per term sent to parents</p>			<p>c)</p> <p>d)column n grids showing data.</p> <p>e)see 1 poster produced</p>	<p>d)More able engagement in lessons improved, % of more able stable.</p> <p>e)communication with parents increased</p>	<p>c)Sports council to take on promotion of external clubs.</p> <p>d)Need to signpost children as not regularly happening for external but is for competitions. Need to ensure more able/mastery of PE in line with maths and English.</p> <p>e)Posters sustainable, now need</p>
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		<p>promoting fitness and sport at St Pauls, sports council to produce one of the posters.</p> <p>f) Sports council to run 1 meeting per term without Miss Lee to promote leadership and encourage younger pupils involvement.</p> <p>g) Meet with governor 2 times in a year to discuss impact report and where actions have been met.</p> <p>h) At parent forum discuss ideas on raising fitness and sport at St Pauls and</p>				<p>regarding sport and healthy lifestyles.</p> <p>f)Confidence of sports council grown.</p> <p>g)all stakeholders involved, monitoring and accountability ensured.</p>	<p>sports council to promote fitness, include fitness in parents forum.</p> <p>f) yes but need younger pupils need including.</p> <p>g)Yes and ensures challenging questions and monitoring of spending etc in place.</p> <p>h)include fitness on parent forum agenda now it's in place.</p>
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		action points.					
3. increased confidence, knowledge and skills of all staff in teaching PE and sport	<p>Assessment of pupils in line with ARE</p> <p>More confident and competent staff.</p> <p>Enhanced quality of teaching and learning</p> <p>Improved standards or standards maintained.</p> <p>Enhanced inclusive curriculum provision.</p> <p>Enhanced extra-curricular provision</p> <p>Developing leadership skills</p> <p>Increase staff knowledge and understanding</p>	<p>a) Sports consultant to focus on areas for development from questionnaire with year 5/6 and EYFS – work with NQT in final term (nursery).</p> <p>b) City in community to work with year 1/2 and 3/4 on raised levels of fitness and planning progression in units of work.</p>		See above	<p>a)PC feedback and staff feedback . Learning walks with PC.</p> <p>b)planned units, data.</p>	<p>a)Bespoke training for staff, questionnaire not appropriate as all at different levels, discussion held with PC to focus in areas of request. Quality of lessons improved.</p> <p>b)Fitness now integral part of lesson in 1-4. New bank of ideas to include active sessions that introduce new skills not just listening and</p>	<p>a) continue with system of PC discussion not questionnaire . However impact of support needs a measure introducing.</p> <p>b) City in community with 1-4 however quality of support has dropped so support with year 1/2 needed from</p>

		<p>c) PE coordinator to monitor outdoor games plans and provides support in planning progressive lessons, focus KS1.</p> <p>d) Observe gym lessons across key stages to be clear of progression verbal feedback provided, take photos of progression to be displayed in the hall so staff have visual support in lessons</p>			c)plans	<p>demo.</p> <p>c)Higher levels of differentiation evident in plans.</p> <p>d)Feedback progression from year 1-6 evident with equipment and challenge increasing.</p>	<p>PC.</p> <p>c)Create a whole school scheme for outdoor games to see progress through the school and coverage.</p> <p>d)continue with observation and need to see differentiation within the year groups e.g 5/6 can we see the difference or is it flexible teaching? Photos needed in 2018/2019.</p>
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		<p>e) Consultant to support in giving staff challenging questions for pupils when they are active to ensure challenge and mastery occurring in lessons, use these questions and have them displayed in the school hall to link with SDP of mastery.</p> <p>f) From data analysis look for pupils and groups that show a trend of underachievement and place support during lunchtime and curriculum sessions.</p> <p>g) Continue to develop</p>			<p>f)Data and registers</p>	<p>e)Mastery statement now completed and questioning in lessons includes challenge for more able, no display of questions yet.</p> <p>f)Pupils in groups demonstrating progress in fitness but not jumped in to expected level in end of year assessment yet.</p> <p>Some target groups active at lunchtime.</p>	<p>e)Display challenging questions for the hall.</p> <p>f)Include target groups for city support and ensure staff aware of groups.</p> <p>g)video of expected</p>
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		portfolio of what expectations look like, add in video clips and use consultants clips to demonstrate active minutes.					needed for portfolio.
4. broader experience of a range of sports and activities offered to all pupils	<p>Develop resilient pupils</p> <p>Improved standards /standards maintained.</p> <p>Positive attitudes to health and well- being.</p> <p>Easier pupil management</p> <p>Increased pupil participation</p> <p>Clearer talent pathways</p> <p>More pupils involved in competition</p> <p>Harnessing a competitive spirit for pupils</p> <p>Developing leadership skills</p>	<p>a) Pupils identified as disengaged in PE and Sport to be offered opportunity for climbing wall experience to broaden experience and engage (cont from 2016/2017 plan) .</p> <p>b) Bike right to be offered to all year 5 and 6 and ensure company offer bikes for pupils who have no bike.</p>	Cost of trip approx. £200	£1000	<p>a)Ghyll Head list</p> <p>b)List of participants.</p>	<p>a)Climbing wall not accessed however group of disengaged pupils who didn't want to attend Ghyll Head had trip subsidised to encourage participation and ALL 3 engaged in O&A curriculum.</p> <p>b)highest number of pupils attending Bike Right in year 32 in total and 100% gained level 1 and 2.</p>	<p>a)while funding available, if funding to go need to promote these groups though sports council and parent meetings.</p> <p>b)Yes as free resource, investigate purchase of bikes for EYFS.</p>

		<p>c) Make links with Platt Lane BMX and run sessions for pupils- KS2.</p> <p>d) Make links with Northern Tennis and run sessions , send flyers to parents - KS1 & EYFS</p> <p>e) Observation of external clubs to ensure health and safety and quality sessions being provided- verbal</p>		<p>c) £150</p>	<p>c)registers</p> <p>d)dates and letters</p>	<p>c)15 disengaged pupils took part in 12 week course ending in visit to tracks, engagement in afterschool clubs for 10 of group continued.</p> <p>d)all KS1 and EYFS attended sessions and participated in competition. Flyers encourage parental involvement.</p> <p>e) safe sessions delivered meeting all pupils needs, quality in line</p>	<p>c)Continue links.</p> <p>d) Continue links and monitor which pupils attend the club.</p> <p>e)yes</p>
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		<p>feedback to the providers, basketball the first session.</p> <p>f) Audit the pupils who are presently attending sports clubs and send letter to those not attending to gather reasons and offer solution.</p> <p>g) Sports council to research local clubs that will come into assembly to promote with all pupils with focus on KS1 clubs – last year the research wasn't shared to ensure this happens.</p> <p>h) Meet with lacrosse club for advice on how to involve our pupils and families</p> <p>i) Role out TOPS O&A for</p>				<p>with schools expectations.</p> <p>f) removes barriers for disadvantage pupils as some clubs offered for free using PP funding.</p>	<p>f) Yes while PP funding available.</p> <p>g) Sports council research clubs for KS1 and share with parents.</p> <p>h) Meet with lacrosse club for advice on how to involve our pupils and families.</p>
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		<p>year 3/4 and get advice from consultant on ideas for O&A.</p> <p>j) City to support gross motor skills session and staff regularly observe 1x per week (specific IEP work)</p> <p>k) G&T target group supported during lunchtime 1x per week challenging group.</p>				<p>i) year 3/4 team member trailed cards and now needs to share with rest of team.</p> <p>j) Progress and engagement of group evident during observation, enjoyment the main impact.</p> <p>k) SH supported group and pupils entered rounder competition and won city finals.</p>	<p>i) TOPS cards shared with all year 3/4.</p> <p>j) Yes however more direction from the school with new City staff member.</p> <p>k) Yes however if LO numbers low need to address G&T at lunchtime.</p>
5. increased participation in competitive sport	<p>Resilience developed in pupils.</p> <p>Improved standards or standards maintained.</p> <p>Enhanced inclusive curriculum provision.</p>	<p>a) Increase competitive element of outdoor games with advice from consultants in KS1 and 2- focus outdoor INTRA</p> <p>b) Use competition</p>	10 x £50			<p>a) Year 1/2 entered 2 competitions.</p>	<p>a) yes aim for 3 +</p>

	<p>Positive attitudes to health and well-being.</p> <p>Easier pupil management</p> <p>Increased pupil participation</p> <p>Clearer talent pathways</p> <p>More pupils involved in competition</p> <p>Harnessing a competitive spirit for pupils</p> <p>Developing leadership skills</p>	<p>website to not miss key competitions and continue to maintain levels of competition with minimum of 10 in academic year.</p> <p>c) Set up system to record attendees of competitions.</p> <p>d) Enter some B teams in certain competitions: Boccia, hockey...</p> <p>e) Discuss with SMT with sustainability of running competitions, who will organise if Miss Lee leaves? What are the systems? Completing risk assessment etc (shadow Miss Lee)</p>	<p>transport - £500</p> <p>10x staff £27.50 - £275</p>			<p>b)12 competitions entered.</p> <p>c) Inclusion of a wider group max of 2 competitions each.</p> <p>d)only entered in boccia due to staff level of support available.</p> <p>e)New subject lead shadowing Miss Lee in 2018/2019 to take over in 2019/2020.</p>	<p>b) include b teams where possible.</p> <p>c) yes to share with new subject leader.</p> <p>d)Need staff available for competition to be regular to increase b team involvement.</p>
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<p>Leadership and management of the subject be effective.</p>	<p>More confident and competent staff.</p> <p>Enhanced quality of teaching and learning</p> <p>Improved standards/ standards maintained.</p> <p>Increased pupil participation</p> <p>More pupils involved in competition</p> <p>a) Developing leadership Analyse the data from fitness system created.</p> <p>skills</p> <p>Increase staff knowledge and understanding</p> <p>Action plan to be written and impact report written</p>	<p>A) SMT discussion of capacity building the role of PE subject role.</p> <p>B) Update action plan regularly to demonstrate when actions and impact are happening.</p> <p>C) Continue with the analysis of assessment grids.</p> <p>b) Report to governors and SMT</p> <p>c) Write action plans and impact reports.</p>	<p>Supply time</p> <p>3 days per year.</p> <p>£190 x 3</p>			<p>a) New subject lead shadowing Miss Lee in 2018/2019 to take over in 2019/2020.</p>	
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Completed by:A. Lee PE coordinator and assistant head.

Date: 01/11/2018

Review Date: no review of impact report but needed for action plan

Developed by



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