

Colehill First School: Primary PE and Sport Premium Funding 2018/19: Review of Expenditure

In April 2013, the Government announced new funding of £150 million for Physical Education (PE) and sport. This funding should be used to improve the quality and breadth of PE and Sport provision. The funding is for the period 1 September 2014 – 31 August 2016. This funding was ring fenced to be used for sport specific areas to make an impact in Physical Education and Sport in schools. Schools were free to determine how best to use this funding to improve the quality and breadth of PE and Sport provision, including increasing participation in PE and Sport so that all pupils develop healthy lifestyles and reach the performance levels they are capable of.

In July the Government announced that all Primary schools in England will receive a straight doubling of their current PE & Sport Premium funding grant. This means that schools will be able to continue to deliver, improve and develop their high quality Physical Education, Physical Activity and School Sport provision.

Key Changes from September 2017

- Schools with 16 or fewer eligible pupils receive £1000 per pupil in Years 1-6
- Schools with 17 or more eligible pupils receive £16,000 plus an additional payment of £10 per pupil in Years 1-6

Based on these changes, funding received by Colehill First School in the academic year 2018/19 will be: £17,230

The revised vision for the Primary PE and Sport Premium is:

VISION: All pupils leaving primary school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport.

OBJECTIVE: To achieve self-sustaining improvement in the quality of PE and sport in primary schools. We would expect indicators of such improvement to include:

- The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school.
- 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
- Broader experience of a range of sports and activities offered to all pupils
- Increased participation in competitive sport.

We have used the document commissioned by the DfE and created by the Association of Physical Education and the Youth Sport Trust (shown below) to support us in assessing and auditing our provision of PE and identifying what to spend our PE Premium on.

Academic Year: 2018/19	Total fund allocated: £17,230	Date Updated: July 2019		
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: 3.8%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Pupils continue to make better use of the outside space to the front of school. Teaching staff utilise time for short burst fitness activity. Pupils' overall activity levels increase. This builds last year's introduction to the new fitness circuit and ongoing work in increasing children's stamina and flexibility.</p> <p>Pupils with developmental co-ordination needs continue to receive tailored support to improve motor coordination, gaining confidence and maximising participation in all curriculum subjects.</p>	<ul style="list-style-type: none"> • Purchase new sports equipment for use on the Fitness Circuit to enhance the range of exercises offered and help improve children's overall fitness. • Purchase new sports equipment for use on the school playground / field for children to use in daily short bursts – e.g. at playtimes with the Sports Leaders or at any point of the school day. • Purchase a storage box for Fitness circuit equipment. • Learn to Move intervention planned and delivered as 'Pirate Club' by specialist TA; Learn to Move principles applied in PE lessons in class. 	<p>£300</p> <p>£60</p> <p>£300</p>	<p>School Councillors and Sports Leaders involved in gathering children's choices for new equipment alongside PE specialist and PE Co-ordinator.</p> <p>Observations and assessments of children indicate that newly acquired resources are positively impacting stamina, and other physical dexterities such as balance and core strength as well as general physical co-ordination. Data held by PE leader in subject specific file.</p> <p>Sports Leaders and School Councillors involved in sharing suggested activities with children across the school, demonstrating how to use the equipment and gathering feedback from pupils.</p> <p>Children with a physical area for development have a support plan and a physical development target. Evidence from each term this academic year shows children are making progress and either have reached their target (Green) or are working towards (Orange). Targets are shared and written by Specialist TA and Class Teacher and reviewed by them also. This helps to ensure their personal</p>	<p>Children's ideas via annual questionnaire / interview about how they would like to use the fitness circuit.</p> <p>School Staff and QE students trained each year in how to use this equipment and copies of ideas for activities added to the 'Fitness Handbook'.</p> <p>Examples of children trying out exercises on new equipment will be shared termly on 'google drive' for whole school to use as a resource. Shared in whole school assemblies at least termly.</p> <p>Regular meetings / feedback with specialist TA. Look at 'Learn to Move' targets and 'Intervening for success' tracker over this whole academic year to monitor progress</p>

			physical target is development in intervention time, PE lessons and in general class time, where possible.	
Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation: 2.4%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
KS2 pupils to further develop their confidence in sports leadership skills. KS1 and YR pupils participate in Skills 2 Play activities with enjoyment and enthusiasm.	<ul style="list-style-type: none"> Continue to develop the role of sports leaders for KS2 pupils through the 'Skills 2 Play' initiative. 	£200	Sports Leaders (in Y4) continue to operate at playtimes and revise the games on the playground weekly. Some of the Sports Leaders attended a day course run by WASP on Sports Leaders in Autumn 2018. Observations of children by staff show that children enjoy the games but support is being given by PE Co-ordinator to help Sports Leaders with their Leadership skills and to ensure children across all year groups participate and to ensure the games are of a good level of challenge.	Regular meetings with Sports Leaders to gather feedback on how the organised games are working. PE Co-ordinator to model and demonstrate how to lead certain games. Use Sports Leaders with stronger leadership skills as role models for the others and possibly children from other year groups. Sports Leaders to visit classrooms and ask children about what games they would like to see on the playground for next term/ year. Update Playground Rota in light of this. Seek to begin new process of selecting 'Sports Leader' for next academic year – application form. Inform pupils for next academic year about applying to be a 'Sports Leader'. Inform through a school assembly about the application process and what the job involves. Sports Leaders from this year can share what they have done/ learnt
Sports Day involves sports leaders from Y4 and ensures full participation from all members of the school community.	<ul style="list-style-type: none"> To plan and deliver an effective and successful Sports Day, engaging older pupils in the role of Sports Leaders. 	£207	This took place on 1 July 2019. Sports Leaders will help assist Early Years and KS1 Sports afternoon and play a key role in planning and delivering sports activities for ks2 sports afternoon.	Continue with revised format to include more inclusive activities in order to fully integrate pupils with disabilities.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				47.5%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>High quality planning and teaching of PE and games in place across the school, also enabling CPD for class teachers.</p> <p>Assessment of PE is moderated and quality assured across the school leading to maximised progress in PE for pupils at all levels of achievement.</p>	<ul style="list-style-type: none"> Specialist PE teacher to teach gymnastics and/or dance to all classes, on a rota basis, for one morning per week, and to deliver games for KS1 and KS2 one morning per week in collaboration with class teachers and acting as a mentor and trainer to Class Teacher and TAs. Dedicated leadership time for PE Subject Leader 	<p>£7897</p> <p>Half termly 6 x half day £300</p>	<p>Assessment evidence indicates continued rapid progress in PE for all pupils across each year group and in all aspects of the subjects. Teacher and support staff confidence in teaching PE remains high.</p> <p>All assessment evidence on google drive. This confirms that pupils' stamina and coordination has improved. Also their resilience when facing new physical challenges has improved.</p>	<p>Continue to seek Teachers' feedback for areas of CPD for next academic year and use this information to plan where PE Specialist can be best used. Teachers' shared practice from observed lessons and any resources/ notes/ evidence they have with other staff and upload onto 'Google Drive' where possible. Review deployment of specialist teacher to maximize CPD impact.</p> <p>Plan dates for assessing PE (sampling) for 2019-2020. Review and monitor PE assessments for this academic year.</p> <p>Athletics to be the next key area for assessment focus in 2019-20.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				40.8%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Enhance active outdoor learning further with an emphasis on well-being and health as well as physical development.	<ul style="list-style-type: none"> Forest School Specialist Teacher to teach Forest School 'active curriculum' to all children in Reception for two terms (Spring and Summer) one a half day a week with support of teaching staff in Reception. Specialist Teacher mentoring teaching staff during this programme. Forest School Specialist Teacher to teach Forest School 'active curriculum' to children in Year 1 in Autumn term for a half day a week with support of teaching staff in Year 1. Specialist Teacher mentoring teaching staff during this programme 	£6849	<p>Forest School Specialist carried out academic research before and after the project (using the Leuven Involvement scale). She noted that children's physical development, both gross and fine had improved. Results also indicated that pupils' emotional well-being and engagement had increased.</p> <p>Class teachers confirm pupils' increased resilience to other physical and academic challenges during and after FS provision, combined with improved focus, concentration and collaborative / team skills.</p>	<p>Staff involved in supporting the programme, (i.e. TA's) who have observed sessions shared best practice and offer ideas to other teachers and support staff in other year groups across the school.</p> <p>Evidence of children's learning – photographs, video and teacher observations shared with staff across the school and where possible, uploaded onto 'google drive'.</p> <p>Continue to offer a 'Forest School's' club for the next academic year.</p> <p>Seek further opportunities to offer 'Forest School's' to other year groups.</p>
		£180	<p>Targeted pupils demonstrate enhanced self- and learning esteem, improved communication and collaborative skills and enhanced resilience to challenge.</p>	<p>To develop a numerical metric to measure FS impact and to involve children in self-assessment of this. 5 point scale.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2.8%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Pupils of all ages access inter-school friendly competition in a range of sports, and gain positive benefits from participation.	Participate in a core package of inter-school competition through the 'Wimborne Area Sports Partnership'.	£490	In the academic year 2018-2019 we believe we have met the criteria to achieve GOLD Sportsmark Award.	Continue to liaise with Wimborne Area Schools to ensure similar events/ opportunities continue in the future. Continue to liaise with SGO to ensure all applicable events are advertised and attended, where possible. Work towards achieving the Platinum Award in the future.

Created by:  **Association for Physical Education**  **YOUTH SPORT TRUST**

Supported by:      