

Evidencing the impact of PE and Sport Premium

Website reporting tool

2017-2018



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"> • Bikeability • Wide range of sports • Weekly Dance sessions • Weekly swimming sessions • Yoga bugs • Lunchtime clubs • In school competitions-orienteeing, sports day • In school festivals – gymnastics • Hearing and deaf events attended – cross country, pentathlon, football, boccia 	<ul style="list-style-type: none"> • Balanceability • Support for new teachers • Bronze, silver, gold games mark • Audit and tidy resources • Yr 5/6 sports leads • Swim Gala • More competitions

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?	44%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	22%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	44%
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/No

*Schools may wish to provide this information in April, just before the publication deadline.

Action Plan and Budget Tracking

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

Academic Year: 2017/18		Total fund allocated: £16390	Date Updated: July 2018	
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: 21%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £3,500	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> All children will be able to explain how they keep healthy including what physical activity they are involved in and how this supports their mental and physical wellbeing. All children will be engaged in a wide range of physical activity both within and outside of PE lessons. All children will have the opportunity to partake in sporting / physical activities alongside children from other schools – widening the curriculum experience. Parents will be aware of out of school sporting opportunities for their children. Pupils gross and fine motor skills will be improved 	<ul style="list-style-type: none"> Yoga bugs sessions for KS1 to improve physical and mental wellbeing (Spring 2018) Termly deaf inclusive themed sports days with our deaf sports partner - provide children with the opportunity to apply their skills and promote inclusion in sport with other hearing impaired children. Extend links with our mainstream partners e.g Bellfield to incorporate a PE focus and with Harborne swimming baths to compete in a gala against other mainstream children. Wide range of lunchtime clubs e.g. golf, multi-skills, football, bike, physiotherapy club, badminton, running club. Year 5 and 6 pupils to complete Bikeability Level 1 and Level 2 training. If possible Year 3 and 4 to achieve Level 1 Bikeability. Foundation and Year 1 to complete Balanceability Signpost sporting events to parents through leaflets and on the school blog. Work with the staff at Harborne / provide training to set up deaf inclusive swimming lessons outside of school time. OT sessions to pupils as required Dance sessions for all pupils Foundation – KS2 	£400	<ul style="list-style-type: none"> 100% of children who attended yoga bugs sessions could feedback about their learning in the sessions. 100% of staff feedback that the yoga bug sessions had a positive impact on pupils both in PE sessions and in class 100% of children in KS1 and 2 attended multisports club 100% children attended a lunchtime club for at least one term this year. 64% of children attended a second lunchtime club. Therefore children in year 1-6 take part 45mins of extracurricular sport each week Children fed back to say they enjoyed lunchtime clubs and want them to continue. Attendance at weekly swimming sessions has been above 90% All pupils in Reception, KS1 and KS2 have participated in water safety workshops 70% of children have achieved their next level ASA award 	<ul style="list-style-type: none"> One teacher and all KS1 TAs's involved in all Yoga bugs sessions enabling them to use what they have learnt beyond the sessions. 2 TAs involved in Bikeability Level 1 and 2 enabling them to run lunchtime bike club to practice the skills required. Balance bikes bought so all foundation and KS1 pupils can experience balanceability training beginning Sept 2018. OT training for all TAs has enabled them to deliver OT programs as required. <p><u>Next Steps</u></p> <ul style="list-style-type: none"> Staff to support on lunchtime clubs provided by an external coach eg football – enabling them to improve their skills of coaching a range of sports and enabling them to develop their confidence to lead lunchtime clubs. Archery external coach – Year 5/6
		£1500		
		£300 £1300		

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:
				24%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £4000	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> • The extra curricular activities for all groups of children in school to be widened. • More staff will be involved in supporting or running lunchtime clubs and promote physical wellbeing. • Older Key Stage Two children (Years 5 and 6) will deliver and encourage younger students to participate more in sports at lunchtimes. • Resources will be up to date (for both PE and lunchtime play equipment) and storage allow for easy access and delivery. • There will be a continued improvement in behaviour and a noticeable improvement in BLP behaviours such as collaboration, resilience, planning etc. 	<ul style="list-style-type: none"> • A huge variety of lunchtime clubs will be established by staff, professional sports coaches and our Year 5 and 6 children e.g. football, multi-skills, golf, badminton, bike club. • Yearly audit of current PE resources and playtime equipment (e.g. skipping ropes, bikes) to ensure all resources are up to date. • Organise the PE resources in the new shelving area and create a separate area for playground equipment. • Monitor the safety of all sports equipment through Mercury sports. • This is to include bike maintenance also. • Hold termly deaf inclusive themed sports days with our deaf sports partner. • Enter a range of competitions and celebrate success in whole school assemblies. • Investigate and set up new competitions and festivals where parents can also be involved to celebrate success and show whole school improvement. 	<p>£500</p> <p>£3500</p>	<ul style="list-style-type: none"> • All indoors and outdoor equipment has been deemed fit and safe for purpose. All equipment that needed replacing has been and new purchases have been made according to internal and external audits. This has enabled all planned physical activity has taken place. • 100% of staff who attended training have reported how beneficial they found it and feel that they were able to apply new learning in PE sessions • More children have received swimming certificates this year. • Children across all year groups discuss PE as something they have enjoyed or feel proud about on the 'what's happened' 	<ul style="list-style-type: none"> • Maintaining all indoor and outdoor equipment, including bikes means that they are available for all sports sessions, PE sessions and lunchtime clubs. <p><u>Next Steps</u></p> <ul style="list-style-type: none"> • Develop lunchtime club provision – wider range of staff running a wider range of lunchtime clubs.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				20%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £3200	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> • Staff will be extremely reflective about their practice, especially bearing in mind the needs of their deaf pupils. • Staff will confidently teach a variety of sports in line with the National Curriculum expectations and healthy and safety guidelines. • Staff will be more confident to assess, provide feedback and adjust plans to ensure all children progress to the best of their ability. • Staff will deliver policies and practices in accordance with school values and expectations. • The quality of teaching and learning will improve. 	<ul style="list-style-type: none"> • Provide appropriate CPD training for staff – swimming (to inform of new practices), gymnastics (healthy and safety and progression), orienteering. Ensure that all new staff are aware of PE policy and practice. • Provide appropriate CPD for all teachers so that they are aware of the planning and progression that is required in PE through Adam (sports progression) • Set up a rolling programme of the teachers who teach PE so that everyone has the opportunity to improve their skills through team teaching. • Provide teachers / TAs with support / team teaching opportunities with Adam to improve their understanding of best practice for when teaching deaf children. • New subject lead to attend suitable training (CPD) and disseminate findings to staff. • TA to train and obtain NDCS award 2 in swimming instruction. 	<p>£1500</p> <p>£1000</p> <p>£700</p>	<ul style="list-style-type: none"> • 100% of staff agreed that the training session with Adam was beneficial to developing their skills with teaching deaf children PE • 100% (5 staff) of staff agreed that support and training for a new member of staff was positive and enabled them to develop their teaching skills. • 100% of teachers had recap/new training for orienteering and using the resources. • This enables all teachers to successfully and confidently teach PE sessions. • Behaviour of pupils in PE has improved in all PE sessions (see behaviour records) 	<ul style="list-style-type: none"> • Staff training both in house and by external coaches etc means that staff will be confident to continue to use the skills developed when delivering or supporting the delivery of PE and sport sessions <p><u>Next Steps</u></p> <ul style="list-style-type: none"> • New PE lead to attend training days • TA to train for NDCS level 2 swimming instructor award. • All staff to receive swimming training – skill developing • All staff to receive football training – rules and skills • New staff to be supported

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				7%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £1,190	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> All pupils will have been involved in at least three competitions to apply their skills. All children will show evidence of improved BLP behaviours such as resilience, planning and collaboration. Our deaf pupils will have further opportunities for inclusion through sport through networks, partnerships and extended school opportunities. 	<ul style="list-style-type: none"> In school competitions to take place – gymnastics festival, orienteering competition, dance festival and sports day. Extend in school competitions – deaf inclusive sports day (October 2017) and a dance festival (February 2018) Swimming gala with Harborne Baths– all students in Lower and Upper School to be involved in a swimming competition in the summer term against other primary mainstream schools. Swimming gala with Pentathlon – all students to be involved in competition with other deaf / hearing impaired pupils of all ages. Extend the number of competitions we attend with other schools by working with our sports / school partners. Purchase certificates, medals and trophies for in-school competitions. Complete the School Games Award: bronze, silver and gold. 	<p>£1000</p> <p>£90</p>	<ul style="list-style-type: none"> 100% of children (foundation – year 6) have been involved in all internal competitive events and received participation awards for gymnastics, dance and sports day. 100% of children in years 3-6 have had the opportunity to be involved in an external competitive event with hearing and deaf children. Resources for competitions have been purchased Pupils showed developing BLP behaviours during sports days. With many of the children collaborating with their peers and showing resilience by cheering on the winning team. 	<ul style="list-style-type: none"> In school competitions well set up and staff confident with how to run them each year to ensure the participation of all. <p><u>Next Steps</u></p> <ul style="list-style-type: none"> Ensure KS1 take part in at least one external competition Ensure clear list of dates for all competitions to ensure all staff are clear and confident about what is happening when. Harborne swimming gala (All KS1 and 2 involved) Pentathlon swimming gala

