

## Primary PE and Sport Premium Report 2017-8

Academic Year September 2017-August 2018				Total Fund Allocation: £18000
Key Indicator 1: Engagement of all pupils in regular physical activity				Percentage of total allocation: 16.7%
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocation:	Evidence & impact:	Sustainability and next steps:
Ensure all children who are PP have the opportunity to access one After-School Sports Club throughout the year.	<ul style="list-style-type: none"> <li>- Ensure all PPG children have the opportunity to access a free sports club throughout the year.</li> <li>- Keep registers of all clubs and records of all PP children who access a free club.</li> <li>- Send out a letter for a free club at the end of Term 2 to all PP children who did not access a free club in term 1.</li> <li>- Monitor the number of PPG children who have chosen to continue with a school club after the funding.</li> </ul>	£2500	<ul style="list-style-type: none"> <li>- In terms 1 &amp; 2, 22.8% of PPG children accessed an after school club.</li> <li>- In term 3 &amp; 4, 39% of PPG children accessed an after school club.</li> </ul> <p><b>WIDER IMPACT AS A RESULT OF ABOVE:</b></p> <ul style="list-style-type: none"> <li>- More PPG children engaged more enthusiastically in curriculum PE.</li> <li>- Increased numbers of PPG taking up extra-curricular opportunities in after free one.</li> <li>- PPG children more engaged in lunchtime activities.</li> </ul>	<ul style="list-style-type: none"> <li>- Ensure this is started in September next year and logged efficiently.</li> <li>- Clubs coordinator to use PE templates to keep records for PE lead.</li> </ul>
Ensure all children with SEND have the opportunity to access a club.	<ul style="list-style-type: none"> <li>- Keep registers of all clubs and records of all PP children who access an after-school club club.</li> <li>- Invite those who have not accessed a club to an after-school club specifically for their needs e.g. ISC or Change4Life</li> </ul>	£500	<ul style="list-style-type: none"> <li>- In terms 1 &amp; 2, 27.8% of SEND children accessed an after school club.</li> <li>- In term 3 &amp; 4, 47% of SEND children accessed an after school club.</li> </ul> <p><b>WIDER IMPACT AS A RESULT OF ABOVE:</b></p> <ul style="list-style-type: none"> <li>- Recorded evidence of improvement in social skills e.g. sharing / cooperating as club as developed.</li> <li>- Improved take-up of other subsequent clubs by SEND.</li> <li>- More SEND children engaged more enthusiastically in curriculum PE.</li> <li>- SEND children more engaged in lunchtime activities.</li> <li>- All pupils involved in 15 minutes of extra activity each day.</li> </ul>	

<p>Timetable the Stafford Mile, to ensure that all children are taking part daily in physical activity for at least 15 minutes.</p>	<p>Ensure Mile is on all class timetables.</p>		<p><b>WIDER IMPACT AS A RESULT OF ABOVE:</b></p> <ul style="list-style-type: none"> <li>✓ Pupils are more active and able to run without stopping. This has been especially evident in many children, who were previously unfit and could not run more than a lap at a time. They now run constantly for 15 minutes.</li> <li>✓ In turn, this has fed into PE lessons, where staff report children to be more active.</li> <li>✓ Many staff report that pupils are more focussed in class after running the Mile – improved attitude to learning.</li> <li>✓ Improved levels in SAT data in Year 6.</li> </ul>	
<p><b>Key Indicator 2: The profile of PE and Sport being raised across the school as a tool for whole school improvement:</b></p>				<p>Percentage of total allocation: 12.3%</p>
<p>School focus with clarity on intended <b>impact on pupils:</b></p>	<p>Actions to achieve:</p>	<p>Funding allocation:</p>	<p>Evidence &amp; impact:</p>	<p>Sustainability and next steps:</p>
<p>Ensure lunchtime provision is working well</p> <p>Ensure children have sufficient equipment to participate effectively in all curriculum PE.</p>	<ul style="list-style-type: none"> <li>- Workshop session run by Liz Price for Sports Leaders</li> <li>- Monitor lunchtime provision.</li> <li>- Designate an MDSA to attend training and ensure that they are leading / using training to develop lunchtime provision.</li> <li>- Use children from training to disseminate information to other lunchtime Play Leaders.</li> <li>- Buy Play Leader tabards.</li> <li>- PE Subject Lead to meet with MDSA's to encourage active play / engagement in activities at lunchtimes</li> </ul>	<p>£68</p>	<ul style="list-style-type: none"> <li>- Lunchtime provision is organised and set up.</li> <li>- Children are more engaged in physical activity at lunchtime.</li> <li>- Behaviour is improved – less incidents are occurring at lunchtimes.</li> <li>- Children are choosing to participate in a wider range of activity at lunchtime.</li> <li>- Children are able to participate effectively in a wider range of games and sports in curriculum PE time with sufficient equipment for them to use.</li> </ul> <p><b>WIDER IMPACT AS A RESULT OF ABOVE:</b></p> <ul style="list-style-type: none"> <li>✓ Less accidents recorded at</li> </ul>	<ul style="list-style-type: none"> <li>- Ensure MDSA staff are engaged in lunchtimes and are consistent in participating with children.</li> <li>- Continue to ensure Play Leaders are managed by a member of MDSA staff.</li> <li>- Offer a wider range of activities at lunch to engage different groups of children. Look to develop lunch activities that will be mirrored in after-school clubs to engage and enthuse children to participate after-school.</li> </ul>

	<ul style="list-style-type: none"> <li>- Staff to offer extra-curricular activities at lunchtime: Personal challenge / fitness / Zumba / GoNoodle and Hula Hooping.</li> <li>- Spreadsheet of participating kept.</li> <li>- Purchase new equipment for lunchtime to engage children and for curriculum PE lessons.</li> </ul>	£2136.36	<p>lunchtimes</p> <ul style="list-style-type: none"> <li>✓ A wider range of skills have been developed at lunchtime e.g. target throws.</li> <li>✓ Children have been more keen to participate in extra-curricular clubs using the equipment e.g. Change4Life.</li> <li>✓ More SEND / PPG children are engaged in PE.</li> </ul>	
<b>Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and Sport:</b>				Percentage of total allocation: 0.7%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocation:	Evidence & impact:	Sustainability and next steps:
<ul style="list-style-type: none"> <li>- Engage reluctant children to participate in a Tri-Golf club</li> <li>- Train one staff member to deliver badminton with 6 week support from badminton coach.</li> <li>- Engage reluctant children in an alternative form of exercise</li> </ul>	<ul style="list-style-type: none"> <li>- Send 2 x staff members to Tri-Golf training</li> <li>- Club started</li> <li>- Activity used at lunchtime</li> <li>- Badminton England funded primary school project (see below)</li> <li>- 2 staff members attend training for Sprite Yoga</li> <li>- An after-school club is started.</li> <li>- Activity possible used at lunchtime / for Golden Time</li> </ul>	<p>£40</p> <p>£90</p>	<ul style="list-style-type: none"> <li>- Tri-golf used in lessons and at lunchtimes to engage and enthuse children.</li> <li>- Engage a wider range of children in physical activity.</li> <li>- Children engaged in badminton lessons</li> <li>- Children participate in a badminton competition.</li> <li>- Yoga introduced as a Golden Time activity and is chosen quickly each week.</li> <li>- Clubs set up for Terms 5 &amp; 6 in both Federation Schools.</li> </ul> <p><b>WIDER IMPACT AS A RESULT OF ABOVE:</b></p> <ul style="list-style-type: none"> <li>✓ Yoga is also being used as a tool to calm vulnerable children and as part of our nurture facility.</li> <li>✓ Children are asking to use golf and badminton equipment at SEND club.</li> </ul>	<ul style="list-style-type: none"> <li>- Trained staff to feedback to all staff and ensure they are confident using the equipment. This will lead to even greater use / engagement across the school – in curriculum and extra-curricular time.</li> </ul>
<b>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils:</b>				Percentage of total allocation: 37.3%

School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocation:	Evidence & impact:	Sustainability and next steps:
Engage more children in easy to access fitness opportunities that can be used out of school.	<ul style="list-style-type: none"> <li>- Book ScootFit workshop days.</li> <li>- Buy scooters for school to use for an after-school club / use in curriculum time.</li> </ul>	<p>£900</p> <p>£3765 – <i>anticipated cost.</i></p>	<ul style="list-style-type: none"> <li>- More children own a scooter</li> <li>- More children scootering to and from school each day</li> <li>- Children are engaged in scootering during lesson times.</li> <li>- Take up in after-school club is high</li> <li>- After-school club engages a range of PPG, SEND children.</li> </ul>	<ul style="list-style-type: none"> <li>- Work with parents to engage children in scootering to school – link to Healthy Schools too.</li> <li>- look at playground provision at lunchtime and consider whether scootering can be used.</li> </ul>
Enable children to participate in different sporting activities	<ul style="list-style-type: none"> <li>- Book Skip2bfit workshop days</li> <li>- Purchase skip2bfit activity bag</li> </ul>	£1040	<ul style="list-style-type: none"> <li>- Children choosing to skip at lunchtimes</li> <li>- Use skipping towards our Active30 minutes</li> </ul>	
Enable all Year 5 to participate in a Sports Festival and experience a range of sports.	<ul style="list-style-type: none"> <li>- Badminton England funded primary school project.</li> <li>- Book Sports Festival day with other schools in CSIA.</li> <li>- Book &amp; pay for coaches and adults from University of Brighton.</li> </ul>	<p>£145.83</p> <p>£675 (coaches - transport)</p> <p>£180 (Uni cost)</p>	<ul style="list-style-type: none"> <li>- See above.</li> <li>- Pupil voice shows that children have enjoyed being physically active and taking part in a range of activities on the day.</li> <li>- More children from Y5 choosing to participate enthusiastically in PE lessons, clubs and lunchtime activities.</li> </ul> <p><b>WIDER IMPACT AS A RESULT OF ABOVE:</b></p> <ul style="list-style-type: none"> <li>✓ This will be 'measured' after the events.</li> </ul>	<ul style="list-style-type: none"> <li>- Look to using funding to use this format with the CSIA schools next year with a different year group.</li> </ul>
<b>Key Indicator 5: Increased participation in competitive sport:</b>				Percentage of total allocation: 2.97%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocation:	Evidence & impact:	Sustainability and next steps:
<ul style="list-style-type: none"> <li>- Introduce additional competitive sports to engage more pupils</li> <li>- Enable participation in inter-school competitions/</li> </ul>	<ul style="list-style-type: none"> <li>- Join the Eastbourne Primary PE Association Membership</li> <li>- Join the Eastbourne Primary Football Association</li> </ul>	<p>£100</p> <p>£35</p>	<ul style="list-style-type: none"> <li>- Children have competed in a range of competitive activities including: <ul style="list-style-type: none"> <li>- A, B, C team football tournaments</li> <li>- Girls football tournament</li> <li>- Netball tournament</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Continue to be part of the Associations next year.</li> <li>- Engage with as many competitions as possible.</li> <li>- Ensure we have also set up a</li> </ul>

<p>tournaments</p> <ul style="list-style-type: none"> <li>- Enable networking with primary schools in the local area</li> <li>- Sharing of expertise with other schools.</li> </ul> <p>Enable children to represent the school with a sense of pride.</p>	<ul style="list-style-type: none"> <li>- Purchase a new football kit</li> </ul>	<p>£400</p>	<ul style="list-style-type: none"> <li>- Handball festival</li> <li>- Quad-Kids athletics</li> <li>- Tri-Golf festival</li> </ul> <p>- Children have a greater sense of pride when representing the school in football matches.</p> <p><b>WIDER IMPACT AS A RESULT OF ABOVE:</b></p> <ul style="list-style-type: none"> <li>✓ Greater take up of after-school clubs and lunchtime activities.</li> </ul>	<p>better cycle of Level 1 competition in school.</p>
<p><b>Other indicators identified by the school:</b></p> <ul style="list-style-type: none"> <li>- swimming</li> </ul>				<p>Percentage of total allocation: 11.1%</p>
<p>School focus with clarity on intended <b>impact on pupils:</b></p>	<p>Actions to achieve:</p>	<p>Funding allocation:</p>	<p>Evidence &amp; impact:</p>	<p>Sustainability and next steps:</p>
<ul style="list-style-type: none"> <li>• to ensure all children who leave Year 6 are able to swim 25m – thus meeting the statutory requirements of the national curriculum for PE.</li> <li>• to enable less confident swimmers to swim again in Term 6 to develop their skills and technique.</li> <li>• All pupils are able to perform safe rescue over a varied distance so they are confident and safe in the water.</li> </ul>	<ul style="list-style-type: none"> <li>- Ensure all children are assessed during their first set of swimming lessons to ensure they meet the required standard.</li> <li>- Ensure swimming coaches are aware of changes to the requirements to be reported on.</li> </ul>	<p>£2000 approx.</p>	<p><b>Year 6:</b></p> <p><b>First set of lessons:</b></p> <ul style="list-style-type: none"> <li>- 82 % of pupils could swim 25m competently, confidently and proficiently</li> <li>- 74 % of pupils could use a range of strokes effectively</li> <li>- 0 % of pupils can rescue a peer</li> </ul> <p><b>After ‘booster’ sessions:</b></p> <ul style="list-style-type: none"> <li>- % of pupils could swim 25m competently, confidently and proficiently</li> <li>- % of pupils could use a range of strokes effectively</li> <li>- % of pupils can rescue a peer</li> </ul> <p>Not until Term 6 – unable to record data yet.</p> <p><b>Year 5:</b></p> <p><b>First set of lessons:</b></p>	<ul style="list-style-type: none"> <li>- Teachers / swimming support staff will work together to ensure all staff involved are monitoring assessment of all by</li> <li>- Use swimming coaches to assess children on all areas.</li> </ul>

			<ul style="list-style-type: none"> <li>- 54 % of pupils could swim 25m competently, confidently and proficiently</li> <li>- 43 % of pupils could use a range of strokes effectively</li> <li>- 0 % of pupils can rescue a peer</li> </ul> <p><b>After 'booster' sessions:</b></p> <ul style="list-style-type: none"> <li>- % of pupils could swim 25m competently, confidently and proficiently</li> <li>- % of pupils could use a range of strokes effectively</li> <li>- % of pupils can rescue a peer</li> </ul> <p>Not until Term 6 – unable to record data yet.</p>	
•		Total spend: £14575.19 approx.		Carry over: £3424.81 approx.