



PE Grant Funding 2017-18

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: |
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| <ul style="list-style-type: none"> Gymnastics coach Year 3, 4 and 5 Dance coach Year 3 New PE Equipment including basketball hoops, balls, badminton nets etc. KS1 and EYFS coach to up-skill staff A wide range of extra-curricular physical activities both within school times and after school Change 4 Life Club awarded the best in Sunderland A wide range of taster sessions within school so children have access to a range of sports | <ul style="list-style-type: none"> More opportunities for children to access 30 minutes of vigorous physical activity a day (through movement breaks, training for 6 sports captains, daily mile, long distance challenge etc). |

| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below: |
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| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? | 77% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 18% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 18% |

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- weekly swimming lessons for the more able swimmers and annual swimming galas where they compete both in teams and individually. The premium is spent on employing 2 teaching assistants to supervise the children in these sessions before school every Wednesday.

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: £19,620 | | Date Updated: March 2018 | |
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| 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: 23% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: | |
| To encourage teachers to take part in movement breaks and active lessons. | Discuss in staff meetings; tips shared with staff; Wake up Shake up DVDs. | £80 | Use of Wake up Shake up activities in class, a whole school approach to active learning and movement breaks. | Evaluate success of Wake up Shake up at the end of the summer term- buy more DVDs if successful. | |
| To provide a range of extra-curricular sporting clubs. | Current clubs: Zumba, gymnastics, boys and girls football, | N/A | Extra-curricular clubs are on at lunch times and after school. | Clubs are evaluated after every half term to ensure there is enough interest to run them again. | |
| To provide an inclusive Change 4 Life club which focusses on health, fitness and well-being | Training for 2 teaching assistants to run the club and 2 Year 6 pupils to become Change 4 Life Champions | N/A | Recently won the schools mark award for the best Change 4 Life Club | This will continue next year and new C4L champions will be trained. | |
| To train sports leaders in activities to keep children active. | FCA to train 20 Year 6 sports leaders | N/A | FCA to train Year 6 leaders in a range of activities- assess impact at the end of the summer term. | If sustainable, this will continue next year with the new cohort of Year 6 students. | |
| Whole school participation in Hoops Starz- train year 6 to lead this at lunch times. | Whole school taster day from Hoops Starz | £225 | Ideas from taster sessions to be incorporated into lunchtime activities- assessed at the end of summer term. | Effectiveness assessed at the end of the summer term. | |
| Lunchtime football coach | Coach paid to lead lunchtime sessions | £4300 | A large proportion of (mainly KS2 boys) take part in this. There is a timetable for each year group so all KS2 years can take part. | This continues to be a popular activity and helps to give structure to lunchtimes as well as increasing physical activity. | |

| 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: |
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| | | | | 9% |
| School focus with clarity on intended impact on pupils : | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Sports leaders to be trained to lead structured activities at lunch times with the support of lunchtime supervisors | Foundation of Light to lead training for children and staff. | As above | As above | As above. |
| Daily mile challenge in summer term | All staff to take children out for a mile a day during the summer term. | N/A | All children will run a mile (teacher to assess- less for smaller children) a day. | Only sustainable in the summer (when the weather is dry enough to get on the grass). Possible alternatives in the winter? |
| Long distance challenge in summer term | KB to organize and train Y6 and Y5 pupils to run. KB to print tally cards for each house and organize prizes at the end of summer term for winners. | N/A | Last year this was a very successful way of increasing physical activity over lunchtimes in the summer term- to be assessed July 2018. | Only sustainable in the summer (when the weather is dry enough to get on the grass). Possible alternatives in the winter? |
| Movement breaks and active learning to be a whole school focus | Movement breaks discussed at staff meeting; tips put in Teacher Share. | As above | As above | As above |
| Fitbits available through the Erasmus Project (Foundation of Light) | KB to liase with FoL to book out Fitbits when possible. Teachers to let KB know if they would like to book them. | N/A- through Erasmus Project | Year 5 have already used fitbits for a week for each class- a large increase in activity was observed and enthusiasm for physical activity was very high. | Encourage other year groups to book FitBits to use with their class. Possible inter and intra-class competitions? |
| A range of PE equipment ordered to increase the quality and variety of sports being taught throughout the school | New equipment bough so far includes: basketball hoops, badminton nets and equipment, parachute, netball bills, a range of balls. | £1774 | Year 4 and 6 are teaching badminton. Years 5 and 6 are teaching basketball/netball with new nets and bibs. All equipment is available to all year groups. | Continuous assessment of quality and variety of sporting equipment. |

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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| | | | | 47% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Gymnastics coaching/CPD for Years 3, 4 and 5. | Teachers to create lessons plans based on lessons taught by coaches. | £900 | Year 3, 4 and 5 teachers are now more confident in teaching gymnastics and specifically how to support and challenge children of different abilities. | Possibility of including more equipment next year. |
| Dance coaching/CPD for Year 3. | Teachers to create lessons plans based on lessons taught by coaches. | £240 | Teachers are more confident in teaching dance. | Possibility of other year groups taking part next year and teaching different types of dance- build up a resource of dance plans. |
| 1 day gymnastics training for PE coordinator | KB to create a Gymnastics support sheet for staff to refer to. | N/A | KB to create a gymnastics support sheet for teachers- saved in TS. | Encourage other teachers opportunity to attend gymnastics CPD. |
| Coach in KS1 and EYFS to help to deliver a progressive scheme of work. | Teachers to create lessons plans based on lessons taught by coaches. | £8000 | Teachers to complete lesson plans based on working with the coach. | This is very effective and there is good progression of the NC skills. |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 14% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Additional achievements: <ul style="list-style-type: none"> Judo tasters Cricket tasters Skiing tasters | KB to organize taster days | £800 | Children to have access to a wide range of sports and activities and pathways into local clubs. | Continue to offer a range of taster days and pathways into local clubs. |

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| Weekly swimming lessons and competitions for both the more able non-swimmers from years 4-6. | For all children to be able to swim 25m by the time they leave primary school. For the more able to have access to extra training and competitions both as a team and as individuals. | £2050 | Most children are able to swim 25m by the end of Y6. All children are assessed in Years 4 and 5. Less able swimmers and more able swimmers both go to FCA once a week to be taught by a swimming teacher. | This is very effective and has proven to be sustainable. |
| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
| | | | | 3% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Hoops 4 Health basketball- Year 5 | All Year 5 children to have access to 2 hours of coaching from Newcastle Eagles plus 2 hours of healthy lifestyle workshop. All children to take part in competitive basketball tournament. | £550 | All children took part in H4H basketball tournament and had access to healthy living workshops. | This increases children's enjoyment of competitive sport and their knowledge of living a healthy lifestyle. |
| Skipping competition- Year 4 | All children take part in skipping lessons by a skipping teacher- 30 to compete. | | All children have basic skipping skills- can use on the yard at lunch times. | This seems to have worked well this year and will be considered for next academic year. |
| Swimming gala- Year 4, 5 and 6 | All more able swimmers to take part in swimming gala in the summer term. | N/A | Children have experience of competitive swimming. | This has been very successful in the past with the swimming team performing very well. |
| A range of opportunities for competitive sport through FCA (see timetable of events). | All year groups have access to a wide range of sporting activities through FCA and are encouraged to attend. | N/A | Children have taken part in a range of activities- competitive sport, dance and gymnastics. | This will continue as it has proven to be very effective in getting children interested in physical activity. |