


## PE and Sport Premium Impact Review (2018-2019)



Indicator 1: The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles				
Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
<p>Contact a range of sports clubs, personalities and organisations to attend school during 'Healthy Lifestyles Week' and run taster sessions for the children. Many of these will be free but some may require funding. Funded sessions (e.g. gymnastics) can also be used as CPD for up-leveilling staff skills.</p>	<ul style="list-style-type: none"> <li>This year, our Healthy Lifestyles Week was our biggest yet. Our sports days were inclusive and yet still catered for the most able with competitive elements.</li> <li>Intra-school competition ran throughout the week and all children competed in these events.</li> </ul>	£1308.00	 	<ul style="list-style-type: none"> <li>Healthy Lifestyles Week 2020 will aim to continue and build upon the foundations of this year.</li> <li>Organisations booked to come into school will be based around those requested by the children in the pupil survey and those on the parent survey as well as pupil focus groups.</li> </ul>
<p>Allocate each year group some funding to run 'Healthy Lifestyle sessions' during the 'Healthy Lifestyles Week.' These sessions will be designed to teach the children the benefit of an active and generally healthy lifestyle.</p>	<ul style="list-style-type: none"> <li>Every child in the school also had the opportunity to take part in workshops with different sporting groups or clubs such as Northampton Saints Rugby, Yoga workshops, Karate and Diet or Alcohol and Drug awareness sessions.</li> </ul>	£0.00	  <ul style="list-style-type: none"> <li></li> </ul>	

<p>Extend 'Active Lifestyle' bags for Years 3 and 4 with a range of age-appropriate equipment to engage the children with healthy and active lifestyles at home. These bags will contain a range of sports equipment as well as ideas on how to use the equipment at home.</p>	<ul style="list-style-type: none"> <li>• The KS1 active lifestyle bags have now been re-stocked.</li> <li>• The Y3-4 bags have been created and a camera included within each one.</li> </ul>	<p>£1336.43</p>	<ul style="list-style-type: none"> <li>• The bags are yet to be launched but will be released to pupils in September 2019.</li> <li>• Books have also been created so that pupils are able to share their best ideas with their peers.</li> </ul>	<ul style="list-style-type: none"> <li>• The impact of the bags will need to be monitored and equipment maintained throughout the year.</li> <li>• Staff will be sharing these ideas in class to promote and encourage active lifestyles at home.</li> </ul>
<p>Provide cameras for the 'Active Lifestyle' bags so that the children and their families can evidence the activities they have enjoyed at home.</p>				
<p>To replenish lost or damaged equipment in the Healthy Lifestyle Bags.</p>				
<p>To continue training the next generation of 'Sports Leaders'.</p>	<ul style="list-style-type: none"> <li>• 16 new sports leader have been trained as part of the Sports Leader UK programme.</li> </ul>	<p>£298.00</p>		<ul style="list-style-type: none"> <li>• New sports leaders will again be trained next year. These pupils will be selected from Year 5 in preparation for the 2020-2021 academic year.</li> </ul>
<p>Train 2/3 members of support staff to support and facilitate these sessions alongside Sports Leaders in Year 5 and 6.</p>	<ul style="list-style-type: none"> <li>• These pupils will support activities in the next academic year.</li> <li>• Last year's sports leaders will support activities in the next academic year.</li> <li>• Last year's sports leaders completed a range of roles</li> </ul>	<p>£0.00</p>		<ul style="list-style-type: none"> <li>• Current sports leaders will have the opportunity to support in a number of ways next year: <ul style="list-style-type: none"> <li>- Sports days</li> <li>- Focus groups</li> <li>- Transition activities</li> </ul> </li> </ul>

	<p>for the school this year including the following:</p> <ul style="list-style-type: none"> <li>- Support at the KS1 sports day.</li> <li>- Support at the KS2 sports day.</li> <li>- Pupil focus group activities.</li> <li>- Transition activities for EYFS.</li> </ul> <ul style="list-style-type: none"> <li>• Staff training was not completed as CPD for the whole staff was delivered after Easter.</li> </ul>		<ul style="list-style-type: none"> <li>• Staff have seen an increased confidence for those involved in the scheme.</li> <li>• Pupil voice activities using the sports leaders have fed back into planning for the school including Healthy Lifestyle activities.</li> </ul>	<ul style="list-style-type: none"> <li>- Intra-school competitions</li> <li>- Playground activities.</li> </ul>
<p>To purchase new play equipment for EYFS. These will encourage physical activity in a safe environment and aim to improve the fundamental movement skills of the children moving into Reception.</p>	<ul style="list-style-type: none"> <li>• A range of play equipment has been purchased for EYFS with a strong focus upon balance and fine-motor skills.</li> <li>• Other equipment includes climbing equipment aimed at improving arm strength as well as confidence with heights.</li> <li>• More than this, storage equipment has meant that equipment is easier to maintain and children also have independence when selecting their equipment.</li> </ul>	£1159.51	<ul style="list-style-type: none"> <li>• Most children (over 80%) have shown 'good control and coordination in large movements and move confidently in a range of ways, safely negotiating space' as they move from Reception into Year 1.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to provide equipment for the children to access independently.</li> <li>• Monitor current equipment and replenish wherever necessary.</li> </ul>

To purchase spare kit for each year group in a range of sizes so that children do not miss out on lessons due to forgotten kit.	<ul style="list-style-type: none"> <li>Spare kit in a range of different sizes is now available for all year groups.</li> <li>These are kept centrally and are being shared between phases.</li> </ul>	£450.48	<ul style="list-style-type: none"> <li>Anecdotal evidence of children partaking in lessons when they have forgotten their kit or individual items.</li> </ul>	<ul style="list-style-type: none"> <li>Add further equipment in specific year groups where necessary.</li> <li>Provide footwear and weather-appropriate clothing.</li> </ul>
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**Indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement**

Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
Supply cover to release PE Coordinator to lead change and ensure whole school improvement.	<ul style="list-style-type: none"> <li>No supply was necessary this year.</li> </ul>	£0.00	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>Assess if necessary for next academic year.</li> </ul>
To landscape a forest school area on the field.	<ul style="list-style-type: none"> <li>The development of the school's forest school is now well underway.</li> <li>The area has started to be landscaped with dangerous items removed and pathways included.</li> <li>A second member of staff has also been trained which has allowed for increased capacity at break and lunch times as well as interventions.</li> </ul>	£ 1687.26	<ul style="list-style-type: none"> <li>After school clubs for children in Years 3, 4 and 5 have run throughout the year.</li> <li>Forest school golden time activities have been active throughout the year.</li> <li>All Year 6 children have also participated in Forest School activities in PSHE lessons.</li> <li>Individual children have also been selected for interventions.</li> </ul>	<ul style="list-style-type: none"> <li>The development of the Forest School area will continue.</li> <li>Further funding will be allocated for replenishing and replacing resources.</li> </ul>
To purchase an outside classroom.				
To buy resources.				
To train a second adult as a Forest School Leader.				



### Indicator 3: Increased confidence, knowledge and skills of all staff in teaching Physical Education and sport

Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
To identify areas for development within teacher's current knowledge and skills, and supply appropriate CPD to meet these needs.	<ul style="list-style-type: none"> <li>The whole school staff, including classroom support staff were involved in an invasion games CPD which was led by Ian Roberts- Physical Education and School Sport Adviser for Cambridgeshire County Council</li> <li>More than this, the teaching staff also took part in gymnastics CPD led by Harley Dowe.</li> </ul>	£190.00	<ul style="list-style-type: none"> <li>Confidence amongst staff in teaching most areas of the PE curriculum grew from 2018-2019.</li> <li>This was true apart from OAA.</li> <li>The largest increase was in the teaching of gymnastics which increased by 22%.</li> <li>Dance increased by 12.5%</li> <li>Games increased by 2% to 75% overall.</li> </ul>	<ul style="list-style-type: none"> <li>Using the results from the staff survey, OAA would now appear to be the biggest area of low confidence amongst staff.</li> <li>As a result, funding for CPD will need to be channelled in this direction to support staff in their continued development.</li> </ul>
To hire 'Teddy Tennis' coaches to come into school and teach EYFS and Year 1 PE lessons during the Summer term.	<ul style="list-style-type: none"> <li>Children from Years 1 and 2 have been engaged and enjoyed the sessions throughout Summer 2 half term.</li> <li>Staff have used the sessions to observe the teaching and learning, using them as a CPD opportunity.</li> </ul>	£700.00	<ul style="list-style-type: none"> <li>Staff confidence has increased, indicated by the staff survey results above.</li> <li>Pupil engagement within sessions was high.</li> </ul>	<ul style="list-style-type: none"> <li>Continue but with EYFS and Year 1 to begin a 2 year cycle of development again.</li> </ul>
To hire 'Rugby Tots' coaches to come into school and teach Year 1 and Year 2 PE lessons during the Summer term.	<ul style="list-style-type: none"> <li>Sessions were not booked this year due to clashes with Teddy Tennis.</li> </ul>	£0.00	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>Begin again with work starting in Year 1 and 2.</li> </ul>

#### Indicator 4: Broader experience of a range of sports and activities offered to all pupils

Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
Purchase new equipment and replenish damaged equipment to be used in PE lessons in order to give the children access to a broad range of sports and activities.	<ul style="list-style-type: none"> <li>• Volleyballs purchased</li> <li>• Netball bibs purchased</li> <li>• Stopwatches purchased</li> <li>• Tennis balls purchased</li> <li>• Bean bags purchased</li> <li>• Orienteering equipment (compasses, punches etc.) purchased</li> </ul>	£1495.81	<ul style="list-style-type: none"> <li>• By keeping our PE equipment up to date, children don't have to wait for a turn in lessons and are active for a higher percentage of their lesson as possible.</li> <li>• The purchase of equipment such as the volleyballs and orienteering equipment has also led to a broader range of experiences available to all pupils in their PE lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to monitor equipment and act upon feedback from staff and pupils, replacing old equipment.</li> <li>• Equipment to be annually inspected and maintained wherever necessary.</li> </ul>
Inspect and maintain equipment already in school so that all children can engage with a broad range of activities safely.	<ul style="list-style-type: none"> <li>• Quoits purchased</li> <li>• Equipment inspected and maintained for safe use.</li> </ul>	£114.76	<ul style="list-style-type: none"> <li>• This equipment has also allowed for an increase in intra-school competition within school time e.g. orienteering challenges.</li> </ul>	
To provide swimming lessons (on top of the statutory swimming lessons for Year 3) for Year 5 pupils.	<ul style="list-style-type: none"> <li>• All Year 5 pupils were provided with the opportunity to 'top up' their lessons from Year 3 with 4 extra swimming lessons.</li> </ul>	£464.00	<ul style="list-style-type: none"> <li>• Highest percentages of children who are able to swim the statutory 25 metres when leaving Key Stage 2.</li> <li>• Increase in all percentages across the 3 statutory statements from the previous academic year.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue for the next academic year.</li> </ul>
To provide 'top-up' swimming sessions for any Year 6 children who are still unable to swim 25 metres.	<ul style="list-style-type: none"> <li>• Incomplete due to clash with Year 6 SATs testing.</li> </ul>	£0.00	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• Consider viability for upcoming academic year.</li> </ul>

**Indicator 5: Increased participation in competitive sport**

Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
<p>Maintain membership with SSP in order to attend key stage 1 and Lower Key Stage 2 competitions/festivals.</p>	<ul style="list-style-type: none"> <li>• Most pupils (80%) have had the opportunity to participate in sports competitions and festivals across all parts of the school, promoting enjoyment and participation in sport and a healthy lifestyle.</li> </ul>	<p>£1300.00</p>		<ul style="list-style-type: none"> <li>• Similar funding will be allocated to both competition and transport next year so that all children continue to share the same opportunities.</li> </ul>
<p>Provide travel to competitions/festivals held within school hours for Upper Key Stage 2 and cover staff time spent at these tournaments.</p>	<ul style="list-style-type: none"> <li>• The children also won two events- Year 6 High-5 netball and Year 5 football.</li> <li>• The Year 5 football team also had the opportunity to compete in a county semi-final.</li> </ul>	<p>£993.00</p>	 <ul style="list-style-type: none"> <li>• Photos of the children at a range of different events provides evidence of the enjoyment and participation in active and healthy competition.</li> <li>• The key skills learnt through these opportunities are the ability to win and lose with respect for the opposition and to take risks as well</li> </ul>	<ul style="list-style-type: none"> <li>• Extra intra-school sports tournaments will be explored. These could be led by the sports leaders with support from staff at lunch times e.g. basketball challenge.</li> </ul>

			<p>as develop a positive attitude towards sport and competition.</p> <ul style="list-style-type: none"> <li>The pupil survey showed that around 75% of our children attend at least 1 extra-curricular sporting activity per week indicating a love of sport for the majority of pupils.</li> </ul>	
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<b>Meeting national curriculum requirements for swimming and water safety</b>	
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?	76%
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	60%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	43%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	<b>Yes/No</b> (Extra sessions for Year 5)