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| Evidencing the Impact  of the Primary  PE and Sport Premium  Description: Wibsey Web Logo |

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| **Key achievements to date:** | **Areas for further improvement and baseline evidence of need:** |
| * Setting up and organisation of ‘The Golden Mile’. * Greater range of sports and physical activities available to all children in Foundation Stage, KS1 and KS2. * Increase in number of children participating in physical activities. | * Engage all children in physical activity, by continuing to offer a wide range of clubs and events. * Further development of sports clubs for KS1 children. * Showcase activities that are on offer to entice less motivated pupils to participate. * Further CPD training for all staff involved with teaching PE. * Forest School sessions for all pupils, but particularly important for those children who do not respond well to classroom learning. |

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| **Meeting national curriculum requirements for swimming and water safety** | | |  | | |
| 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? | | | **83.1%** (74 children)  11 children able to swim 5 metres.  4 children unable to swim. | | |
| 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? | | | All of the above 74 children were taught and could use a range of strokes. | | |
| 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? | | | **16.8%** (15 children) | | |
| 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 | | |
| **Academic Year:** 2017/18 | **Total fund allocated:** £16,895 | **Date Updated:** April 2018 | | |  |
| **Key indicator 1:** The engagement of all 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. | | | | | |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | | Evidence and impact: | Sustainability and suggested next steps: |
| Introduction of **‘The Golden Mile’** to all children in Years 1-6, enabling everyone to increase fitness levels. | Working in partnership with Premier Sport to assess all children’s fitness levels:  baseline assessments (Autumn 1)  interim assessments (Spring 1)  final assessments (Summer 1)  Laps of MUGA measured out to identify a ‘mile’.  Golden Mile leaders chosen from Year 5 to help lead lunchtime sessions.  Sports coach (Premier Sport) working with children every Monday and Tuesday lunchtime.  Member of lunchtime staff allocated to working with children on Wednesday. | £3,000 | | During ‘The Golden Mile’ assessments, all key stage 1 pupils are asked to run continuously for 3 minutes, whilst those in key stage 2 run for 4 minutes.  Interim assessments of all children’s fitness levels were completed during the Spring term. The results showed an increase in most children’s fitness. The biggest impact was shown to be in upper key stage 2, particularly Year 6. In one of the classes, **72.4%** of pupils completed the 4 minute run during the baseline assessment in September. This increased by **24.2%** to **96.6%** completing the same run during the Spring term. | Consider ways to engage all children in regular Golden Mile running sessions:   * Individual achievement awards presented in assembly * Award trophy for highest achieving class at end of each half term (+ extra Golden Time) * Big end of year prize for classes with most miles.   Year 5 leaders to be trained up to input children’s data on to ‘Golden Mile’ website.  Introduce daily, short bursts of activity for all children within class, eg: GoNoodle, include as regular part of lessons. |

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| **Key indicator 2:** The profile of PE and sport being raised across the school as a tool for whole school improvement. | | | | |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| **Race for Life** (29.09.17) – involvement of parents/carers  Golden Mile noticeboard, informing children of number of miles run by each class.  Sports achievements and competition results on the school website.  **Bradford Bulls** (including Bull Boy) in school working with children during PE lessons   * Year 2 (Autumn term) * Year 3/4 (Spring term) * Year 5/6 (Summer term)   **Pro-Riding Coaching** (balance bike training session): Nursery, Reception & selected KS1 children.  Balance bikes and safety helmets bought.  **All Stars Cricket** (YCC): delivered taster sessions with Years 1 & 2.  After school clubs (archery, fencing, tri-golf) running each week – offered to all pupils in KS1 and 2.  Additional sports days organised for Year 5 and 6 during summer term, teaching a range of new sports & activities.  Daily lunchtime multi-sports club with aim of engaging those KS2 pupils who are less confident or less interested in traditional sports. Offering a combination of new sports and those of particular interest to pupils. | Letter to parents informing them of launch of ‘Golden Mile’ during ‘Race for Life’.  Noticeboard allocated for ‘Golden Mile’ in the bottom hall.  Website updated as competitions take place.  Booked with Phil Bateman (former cycling Olympian) April 2018  All Stars Cricket (YCC) in school. All children invited to participate in 8 week programme  Letters sent home to all parents, offering children opportunity to participate in after school clubs.  Co-ordinated in partnership with Premier Sport coach.  Children selected by a member of school’s inclusion team.  Activities delivered and taught by Premier Sport coach. | See KI: 1  £900  £1,200  £200.00  (Additional staffing)  £1,600  £2,000 | Evidence of miles run by each class and inidividuals on the ‘Golden Mile’ website.  *Evidence of collective miles run by each class on ‘Golden Mile’ display board.*  Greater number of children are engaged in PE and sports activities during and after the school day.  *All pupils at some point in the year to have opportunity to participate in sports achievement assembly.*  All FS and selected KS1 children have opportunity to participate in balance bike training, and increase in confidence*.*  All KS1 children to have opportunity to participate in cricket sessions, and increase confidence and skills.  Wide variety of sports has appealed to many children who had not previously participated in an after school sports club.  All Year 5 & 6 children have participated in all new sports and activities. Less motivated pupils have increased levels of interest.  Pupils are more confident to participate in sport & physical activities, in a smaller group environment.  Less motivated pupils develop increased levels of interest in sport. | Sports achievement assemblies:   * Dance display * Fencing demonstration * Recognition of children’s out of school achievement   Organise for another member of staff or coach from Premier Sport to support with running a lunchtime cross country club.  Book further balance bike sessions for Autumn term of next academic year.  Children’s survey to gauge particular interests for next academic year.  Demonstrations of archery & fencing to entice other children who have not yet participated.  Demonstration of new sports & activities to LKS2 children, in order to gain their interest and celebrate achievements of Year 5 & 6 pupils. |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport. | | | | |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| All teaching staff and other members of staff involved with delivery of PE lessons had gymnastics CPD – this was identified as the main area for development.  Full time PE coach delivering KS2 PE lessons and supporting other members of staff in increasing skills.  One TA is a qualified dance teacher and runs KS2 dance clubs – another TA is improving own knowledge and skills alongside her.  FS staff working with balance bike coach to gain better understanding of how to help children develop their cycling skills. | Sports coach from ‘Premier Sport’ led gymnastics CPD. Also supplied resources/guidance for staff to deliver lessons/skills safely and correctly.  Balance bike coach modelled teaching of cycling skills to all members of FS staff, in order to increase their knowledge and skills | £200.00  £2,000.00  £400.00  See KI: 2 | All staff more confident to deliver gymnastics lessons.  Also know where to find information on different gymnastics skills for each year group.  Teachers are becoming more confident with delivery of their PE lessons.  A second dance club needed to arranged, due to number of children wanting to participate.  Staff increasingly confident to deliver balance bike sessions for FS children. | Contact ‘Green Man Learning’, bringing forest school teaching into school. Work alongside a member of staff from each key stage to train them up in principals of forest school.  Further CPD on the teaching of games for all staff involved with delivering PE. |

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| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils. | | | | |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved. Focus particularly on those pupils who do not take up additional PE and Sport opportunities.  Annual subscription to the Tong Partnership, which offers a wide variety of sports and physical activities (2017 – Easter 2018)  Futures Learning Partnership (FLP): Competitions and events organised between cluster of local primary schools and local secondary school. | All children from Year 1-6 have participated in one of the taster sessions.  All children to be offered opportunity to participate in before and after school clubs.  Meeting with other members of FLP to organise regular events and competitions (kick boxing, trampolining, 5-a-side football)  School minibuses booked for transporting children to events. | £3,000.00  £900    £250 | **Taster Sessions** for all children in Years 1-6:   * Archery * Fencing * Parkour * Ultimate Frisbee   **New clubs started this year:**  Archery & Fencing (Yr 3&4, Yr 5&6)  Tri-golf (Yr 1&2)  Daily lunchtime sports club (KS2)  Girls’ Club (KS2)  **Ongoing club:**  Dance (Yr 5&6)  Multi-sports (Yr 3&4, Yr 5&6)  Football (Yr 5&6)  Wider impact as a result of the above:  Behaviour has improved at lunch times and this has led to teachers spending less time dealing with issues at the start of the afternoon sessions. | Physical activities to be set up for children who attend Breakfast Club.  Survey to be carried out, to ascertain children’s attitudes to PE and what they enjoy participating in most of all, so that these clubs and activities can be extended and tailored to their interests. |

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| **Key indicator 5:** Increased participation in competitive sport. | | | | |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Tong Partnership competitions:  As many as possible are entered, with consideration about the range of activities taken into account.  Futures Learning Partnership:  Regular competitions between local primary schools, various sports and physical activities, kick boxing, 5 a-side football, trampolining.  Friendly intra-school competitions started between Year 6 classes. | Competitions are booked, along with school minibuses.  Risk assessments completed.  Friendly competitions between local schools in FLP have been arranged and taken place at the local secondary school.  Children split into 4 groups of 20 during PPA time, which allows them to compete, class against class. | See KI:4  £1,200 | Photographic evidence from competitions.  Greater number of children are able to participate in competitions.  Photographic evidence of children participating in intra-school competitions.  All children are able to participate in intra-school competitions. | Continue to work with and support FLP, in order to sustain friendly competitions and events.  Arrange further intra-school competitions between classes in other year groups. |

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