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| Evidencing the Impact  of the Primary  PE and Sport Premium  2018-19  Description: Wibsey Web Logo |

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| **Key achievements to date:** | **Areas for further improvement and baseline evidence of need:** |
| * First successful year of ‘The Golden Mile’, launched through whole school ‘Race for Life’ event. * Wide 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 less motivated pupils during lunchtime clubs, as a way into other clubs and activities. * 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. * Develop * Outdoor activities 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? | | | **57.6%** (53 children) – 66 pupils out of 92 started the year as non-swimmers.  70 children able to swim 5 metres. | | |
| 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 53 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? | | | **8.7%** (8 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:** 2018-19 | **Total fund allocated:** £21,336 | **Date Updated:** July 2019 | | |  |
| **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: |
| Continue with **‘The Golden Mile’** for all children in Years 1-6, enabling everyone to increase fitness levels.  Activity fun day for all children who complete 300 laps of the MUGA during lunchtime ‘Golden Mile’ sessions throughout the school year. Children with specific physical difficulties to be set own personal targets.  Additional lunchtime activities in place to increase physical activity of all KS1 and KS2 pupils. | 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 Tuesday, Thursday and Friday lunchtime.  Member of lunchtime staff allocated to work with children on Wednesday.  Letters to parents informing them of Golden Mile Fun Day.  Activities booked with Bradford Community Play Equipment (21.06.19).  Initial site assessment has taken place.  Risk assessments in place.  Timetable ready and explained to all staff to ensure smooth running of the day’s events.  Additional equipment bought to enhance playground resources already in place.  Additional staffing to model and support use of equipment.  Sports leaders chosen from UKS2 classes to support younger children with using equipment safely and correctly. | £7,200  £1,800  £1,000  £1,000 | | During ‘The Golden Mile’ assessments, all key stage 1 pupils ran continuously for 3 minutes, whilst those in key stage 2 run for 4 minutes.  Final assessments of all children’s fitness levels were completed at end of year. The results show an increase in most children’s fitness, eg:   * A child in KS1 whose health had been monitored since Nursery, significantly improved their fitness during this year. * One particular pupil on the SEND register was initially very reluctant to participate in ‘The Golden Mile’, but with small steps and encouragement he achieved his target.   Increase in children using playground equipment during lunchtime period. Dance area is especially well used, particularly by girls who had previously not been involved in physical activities at lunchtime. | Move from The Golden Mile to setting up **‘The Wibsey Half Marathon’** from Years 1 -6. Managed by PE team rather than external agency, in order to become more sustainable in the future.   * Letter to parents informing them of new event. * Individual achievement awards to be presented in assembly. * Award trophy for highest achieving class in each phase, at end of each half term * Community Playthings Fun Day for all children who achieve half marathon (Points – achieved by running laps of the MUGA and attending extra-curricular clubs).   15 children from each year group (Years 4, 5 & 6) to be trained up as sports leaders to support children running in MUGA and recording points.  Introduce daily, short bursts of activity for all children within class, eg: GoNoodle, brain breaks - include as regular part of lessons.  Set challenge for Nursery and Reception children throughout 2019-20 to raise fitness levels in Foundation Stage. Arrange separate ‘Fun Day’.  Meeting with lunchtime supervisors at start of year to ensure that |

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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 (28.09.18) – involvement of parents/carers  Golden Mile Fun Day.  Sports achievements and competition results on the school website.  Bradford Bulls in school working with children during PE lessons   * Reception (Spring 2) * Year 5 (Spring 2) * Year 6 (Spring 1)   Plan a variety of after school clubs to appeal to a wider range of children.  KS1: tri-golf, gymnastics  KS2: fencing, archery, football, dance, multisports  Yoga – Reception children  Music Movers & Shakers – Nursery & Reception  Additional sports days organised for Year 6 during summer term, teaching a range of new sports and activities. | Letter to parents informing them of launch of this year’s Golden Mile’ during ‘Race for Life’.  Noticeboard allocated for ‘Golden Mile’ in the bottom hall.  Website updated as competitions take place.  Letter to parents informing them of the Golden Mile Fun Day.  Co-ordinated in partnership with Bradford Bulls.  Permission letters sent home to parents.  Letters sent home to parents.  Risk assessments in place.  Additional staffing to support external coach, particularly during KS1 clubs.  Sessions booked throughout the year.  Christmas performance for parents & carers.  End of Nursery performance to showcase work that has happened throughout the year.  Co-ordinate in partnership with Premier Sport coach. | See K.I: 1  £220  £3,000  £300  (Additional staffing)  £158  £2,500  1,000 | Evidence of miles run by each class and individuals 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.  Wider variety of sports has appealed to many children who had not previously participated in an after school sports club. New clubs offered to KS1 pupils, including tri-golf and gymnastics. Approximately 65% of KS1 requested to join gymnastics club. Any children not currently participating will have opportunity at start of next academic year.  Pupils are more confident to participate in sport & physical activities, in a smaller group environment.  Less motivated pupils developed increased levels of interest in sport, particularly due to interest in Fun Day and also variety of clubs, which appealed to different interests.  Reception children responded well to yoga sessions and demonstrated good listening and attention skills throughout.  Children confidence and co-ordination have greatly improved, alongside their musical skills throughout the year.  All Year 6 children have participated in new sports and physical activities. Less motivated pupils have increased levels of interest. | Regular sports achievement assemblies:   * Dance display * Gymnastics display * Fencing demonstration * Recognition of children’s in school and out of school achievements   Change noticeboard to ‘Wibsey Half Marathon’ – informing pupils of ongoing achievements.  Display sports achievements & competition results on PE noticeboard, as well as on website.  Continue to offer new sports clubs to all children in Years 1 to 6. Wider variety for KS1.  Re-book MMS sessions for next year. Offer any spare places to Reception children who would benefit from continued participation. |

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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: |
| Full time PE coach delivering KS2 PE lessons and supporting less confident members of staff in increasing skills.  Dance teacher in school teaching Years 3, 4, 5, & 6 - PE coach shadowing her, in order to teach similar lessons in future.  PE coach to visit other schools to gain further knowledge of how taught PE is managed and taught in different ways.  PE lead and coach to attend Bradford PE conference in order to keep up to date with changes and attend relevant workshops. | Staff support as needed  Dance teacher booked throughout the Spring term to work with KS2 classes, and run before school and lunchtime dance clubs.  Dates arranged to visit other schools.  Bradford PE Conference places to be booked.  Information to be shared with other members of staff. | £1,400  £150 | Staff are more confident to deliver PE lessons and understand who to speak to for support.  PE coach has observed and filmed dance lessons across KS2 and feels more confident to deliver them herself next year.  PE coach has visited to other schools to discuss different ways in which PE is delivered.  Changes to PE & Sport Premium spending has been shared with SLT.  Information about short activity bursts within lessons has been shared during staff training session. | Further CPD on the teaching of games for all staff involved with delivering PE.  Ensure dance is planned to best support other areas of the curriculum on long term overview for each year group. |

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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 engage a greater number of pupils in physical activity. 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. | Sports club long term plan in place.  All children to be offered opportunity to participate in lunchtime and after school clubs.  Letters sent out to parents.  Risks assessments in place.  Additional staffing in place to sports coach.  Meeting with other members of FLP to organise regular events and competitions.  School minibuses booked for transporting children to events. | £3,600.00  See previous | **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 & Gymnastics (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. | 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.  KS2 pupils to take greater responsibility for their own physical activity. Record own activity timetables.  Develop partnership with Hollingwood Primary and other local schools to develop inter-school competition days. |

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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 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 | Photographic evidence from competitions.  Greater number of children participated in competitions, including SEND pupils.  Photo evidence of intra-school competitions. | Continue to participate in a range of inter-school competitions throughout the year  Continue to work with and support FLP, in order to sustain friendly competitions and events.  Develop further intra-school competitions between classes in each year groups to appeal to all interests (eg, skipping, team sports, catching a beanbag). |

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