



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting To

Water Primary School July
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Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](https://www.gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment. We recommend regularly updating the table and publishing it on your website as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. To see an example of how to complete the table please click [HERE](#).



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:
<ul style="list-style-type: none"> • Subject leader professional development and support • Teacher CPD and support with new PE and Sport initiatives • Rossendale wide participation events for a range of sports • Insight and access to the latest research on how physical activity can improve health, wellbeing and attainment across the curriculum • Development of school's intra-school competitions • Inspirational Visits and trips – Man Utd, Man City, Old Trafford Cricket Ground, Cricket in the Classroom at Yorkshire Cricket Club • Introduction of PE Days and PE Tracksuits • Introduction of 60 minutes active day • Introduction of School Mini Bus to transport children to competitions, visits and trips • Healthy Breakfast Club • Introduction Water Bottles and Staff Water Cooler • PE Specialist to develop whole school staff training and high quality PE lessons • Development of links with local high school to use facilities for PE lessons • Learning resources such as Tagtiv8 to enhance active learning throughout the curriculum • Forest School • Introduction of Playground Leaders • HT Youth Sport Ambassador – presentation of use of Sport Premium at YST Conference • School Games Gold Award (4 Years) • Full After School Programme • Swimming Provision in Year 2 	<ul style="list-style-type: none"> • Continue to utilise networks with Youth Sports Trust and Leeds Beckett University to ensure school is involved in the latest research and practice in providing an active school. • Include termly PE / Active Schools Staff meetings • Continue to participate in Rossendale Sports Partnership Competition – 90% • Act upon latest research – inc 60 minutes active programme – share success and experience with local and nationwide networks • Create broad activities for lunchtime and breaktimes • Include Intra competitions for KS1 at external facilities • Build upon inspirational visits and speakers – Yearly programme of activities • Develop whole school approach to daily 60 minutes • Further use of local high school for PE lessons and increase further opportunities with external providers • School Games Award – Gold this year in order to receive Platinum Award. • Extend networks from YST • Investigate of other school swimming provision

<ul style="list-style-type: none">• Trial of Fitness Trackers for use in the whole curriculum and PE lessons•	
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Meeting national curriculum requirements for swimming and water safety	Cohort	Please complete all of the below*:
What percentage of your current cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	Year 3	60%
	Year 4	80%
	Year 5	62%
	Year 6	83%
What percentage of your current cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	Year 3	60%
	Year 4	70%
	Year 5	62%
	Year 6	83%
What percentage of your current cohort perform safe self-rescue in different water-based situations?	Year 3	50%
	Year 4	70%
	Year 5	62%
	Year 6	83%
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?		No

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: £17,240	Date Updated: July 2019		
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:	2.9%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To increase the amount of physical activity for all children in school, with the ambitious aim of providing the full 60 minutes during the school day by the end of the academic year.	1. 30 Minutes in school All children to take part in daily aerobics from 9.05am Active Lunch and Break times PE Day active lessons in Maths using Tagtiv8 Following lunch time all children to take part in Yoga type activities Trial new Fitness Trackers from Moki	£0	All classes take part in daily aerobics. Children and staff lead these sessions. The school also use a variety of resources for this including Go Noodle, Super Movers and Joe Wicks. Tagtiv8 is used in Maths lessons, active phonics observed daily in EYFS and KS1 classes.	<ul style="list-style-type: none"> Profile & awareness of PA increased. Culture and ethos of school ensure that being physically active is part of daily school life. CPD for all staff PE assistant appointed to co-ordinate play leader structure at break and lunch Next Steps <ul style="list-style-type: none"> Further support to target and engage “reluctant” Participants. Tagtiv8 for English Develop further active phonics Further development of family after school clubs, with a focus on health and healthy eating.
	2. 30 minutes from extended school timetable Breakfast Club – Range of sports and activities on offer including healthy breakfast New Afterschool clubs and programmes Parent / Child Fitness Classes after school	£500	Lunchtime rota of organised games led by PE assistant Sports Ambassadors lead active break times Breakfast Club 50% increase in participation Activities varied and focus on health and being active Highly successful Parent / Child fitness class at Lean Gym. 15 parents and children involved. All staff involved in delivering after school clubs.	

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:
				20%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Ensure PE, Physical activity and Wellbeing are at the core of the school vision and ethos and embed actions from previous whole school development plan.	<ol style="list-style-type: none"> Leadership – YST Ambassador, Presentations and CPD used for school used as external influencer to other schools and networks. Leadership to be involved with Leeds Beckett University to further develop active programme within school and to also provide external links and partnerships Inspirational events and trips Embed PE Days, Tracksuits and active lessons Use play leaders and active breaks (led by teachers) to model safe, creative and enjoyable play for children that they can then use independently at other times. Convert council owned playing field to a MUGA to enhance developments to outdoor learning environment and PE lessons. Focus on character education through pilot of YST My Primary Best for whole school action and development of values and principles Use of external facilities for PE lessons Design and implement Sports Week 	<p>£500</p> <p>£1000</p> <p>£1000</p> <p>£1000</p> <p>£400</p>	<p>HT presented at YST conference – character education and developed numerous links and networks. HT part of Beckett University study / conference on PA – Designed development model for a whole school approach to implement 30/60 minutes of physical activity.</p> <p>Trips included – Man Utd, Man City Tour, Burnley vs Wolves and Burnley Vs Tottenham, Healthy lifestyles at BFC, Old Trafford – Lancashire CC Open Day. Wimbledon Tennis Championship, Cricket World Cup England Vs Afghanistan. Cricket in the Classroom Yorkshire Cricket Club</p> <p>Successful introduction of PE days and tracksuits. PE lesson time increase from 2 x 1hr = 1.5 Curriculum time increased to 2.5/3 Curriculum time.</p> <p>Plans have been designed for new sports surface in local area.</p> <p>Character Education – My Personal Best delivered as a whole school initiative and improvement in behaviour, manners and values. Children recognised for making the correct choices. Assemblies linked to values and highlighted in the classroom and PE lessons.</p> <p>Use of Fearn's High School for high quality PE lessons - 100% observed as high quality. The school has also used local facility LeisureBox.</p>	<p>Next Steps</p> <ul style="list-style-type: none"> Embed active approaches to teaching and learning in wider curriculum areas. Conversion and development of nearby playing field to increase accessibility of high quality PE lessons

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				29%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
implement new PE curriculum and assessment procedures, providing continuing support to staff in planning, delivery and assessment	<ol style="list-style-type: none"> P.E. Specialist to work with staff to support implementation and evaluation of new curriculum Ensure new tool for assessment Balance – is used for PE and staff training is provided. 	<p>£5,000</p> <p>£0</p>	<p>Staff feedback</p> <p>Staff report increased engagement and feel more confident in planning and delivery with new PE curriculum and clearly mapped supporting resources. Assessment using Balance requires further staff training</p>	<ul style="list-style-type: none"> Bespoke and inclusive PE curriculum to complement existing wider practice, culture and ethos. Team teaching of PE involving teachers (including monitoring and evaluation process). Further development of all staff – use of Rossendale Sports Partnership and LCC <p>Next Steps</p> <ul style="list-style-type: none"> Embed high quality teaching and learning across the school in PE through high quality CPD and supportive monitoring . All teachers to use PE assessment (Balance)

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				24%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Increase sport offering both in curriculum and through out of school clubs, targeting “non-active” children with a varied and excited provision.	<ol style="list-style-type: none"> 1. Develop active break templates to ensure children get varied amount of physical activity 2. Expanded Sport Ambassador led competitions 3. Ensure full Forest School programme for all children 4. Ensure EYFS children receive 2.5 term curriculum coverage of Forest School Programme 5. Introduce “new” sports to the children with specialist support Also, ensure wider coverage of sports when reviewing KS2 curriculum map. 	<p>£100</p> <p>£100</p> <p>£3000</p> <p>£1000</p>	<p>Sports Ambassadors new to role and enjoyed the organisation and delivery.</p> <p>Staff Feedback – Increased engagement from children. Limited behaviour issues.</p> <p>Pupil Feedback – Children enjoy the broad choice</p> <p>Forest School fully operational – all children have enjoyed 6 week timetabled slot.</p> <p>Revised PE curriculum in process waiting for Lancashire PE new Scheme</p> <p>New sport Fishing introduced to children in Year 3 / 4 – school attended Lancashire Youth Games as the representatives from Rossendale</p>	<ul style="list-style-type: none"> • Offer a wide range of physically active experience every day. Include dance, reading areas, gardening and off site provision. • Development of cycling (bikeability) Recycle – cycle • Ongoing access to intra-school competition (in non-traditional activities) for all children • Active break resources, equipment and CPD provided for all teaching staff with a secure maintenance and monitoring plan in place. <p>Next Steps</p> <ul style="list-style-type: none"> • Embed wider coverage of sports within KS2 curriculum map following the success of climbing this year.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				21%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Ensure all children in school take part in at competitive events across the school year.	<ol style="list-style-type: none"> 1. Sport Ambassador competitions during active Break times 2. Introduce new afterschool and lunchtime clubs 3. Attend 90% of Rossendale School Sport Competitions 4. Organise Intra school events for Y1 and Y2 at external provider 5. Intra school competitions for all children at lunchtime 6. Use of Minibus to transport children to competitions and events 	<p>£440</p> <p>£3000 RSSP Service Level agreement</p> <p>£200</p>	<p>Team and individual challenges competition participation:</p> <ul style="list-style-type: none"> • Multiskills – 100% KS1,100% KS2 • Tag Rugby – 100% KS2 • Football – 100% • Athletics – 100% • Dodgeball – 100% • Cricket – 100% • Tennis 100% • Challenge 100% <p>Rossendale 90% of competitions attended. 25 competitions, included 4 B teams and attended 1 inclusion event. Water Primary School won 2 Rossendale Sports Competitions, came second 4 times and third once. We attended the Lancashire Youth Games for Rossendale in Fishing. Due to achieve Gold Award for school games for 5 years consecutively earning a platinum award.</p> <p>Following new lunchtime and afterschool clubs introduced this year: Karate – 16 increase in participation Hula Hoop – 12 increase in EYFS / KS1 participation Dance – 20 100% attendance at Intra School Competition KS1 at Leisure Box</p> <p>Mini Bus has been used at all competitions in addition collection from parents at various events</p>	<ul style="list-style-type: none"> • Access to high quality A/S club provision off and on site • More staff involved in organising and supporting coordination of intra and interschool competitions, as well as lunchtime/afterschool clubs • A new timetable for Rossendale Sports which will include each member of staff assigned to a competition in order to achieve 100% competition participation <p>Next Steps</p> <ul style="list-style-type: none"> • Consider how to involve other external providers / staff in EYFS/KS1 club provision including lunchtime • Consider how to involve staff in “before school” provision and participation