

**Elburton Primary School Academy - PE and Sports Premium Grant 2017-18**

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| Key achievements to date: | Areas for further improvement and baseline evidence of need: |
| Gymnastics CPD for FS, KS1 and KS2 teachers  Increase in competitive Sports through level 1 and level 2 competitions  Increased intake of after-school clubs for KS1 and KS2  Platinum Kitemark Awarded October 2017 | Staff PE audit revealed lack in confidence from FS and KS1 teachers in the teaching of PE.  Staff audit revealed that KS2 teachers would like more support with outdoor games.  Increase and promote physical activity during lunchtimes  Increase and promote after-school sports clubs for KS1 & 2  Swimming CPD required for all teachers (3 yearly update) |

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| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below\*: |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? | 90% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 77% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 77% |
| 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 |
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**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.

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| **Academic Year:** 2017/18 | **Total fund allocated:** £19,660.00 | **Date Updated:** 21/01/19 | |  |
| **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 | | | | Percentage of total allocation: |
| 1.78% |
| School focus with clarity on intended **impact on pupils**: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| For ALL foundation children to experience and learn to use balance bikes in order progress children on to using pedal bikes safely and efficiently. | Balanceability workshops for Foundation children and Bikeability workshops with Year 6 children.  Purchase Balance bikes in the future to ensure that children can continue to develop their confidence and ability post-Balanceability week.  **Note:** the hire of Balance Bikes is part of the PSSP subscription and therefore does not need to be budged for separately. | £350 | Children in Foundation are able to improve their gross motor skills while using balance bikes. This will help to prepare them for the transition onto pedal bikes in the future. | **Sustainability:** Encourage young people to ride their bikes to school.  **Next steps:** to purchase a set of balance bikes to replace the inadequate bikes that were recently donated to Stepping Stones. This will allow children to continue to develop their confidence and skills after their intensive week of Balanceability. |
| **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: |
| 12.26% |
| School focus with clarity on intended **impact on pupils**: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| A broad and balanced PE curriculum/ engagement in various levels of competition/celebration of participation | * Supply time for PE lead to fulfil role – organizing sports competitions, liaising and meetings with PE coaches and conferences, monitoring PE/Sport at the school, monitoring outcomes of Sports Grant * Supply time to cover other adults attending Level 2 competitions with the children. | £1760 | PE lead able to monitor the impact of the use of the grant on the quality of teaching of PE and producing a report for the Local Governing Board at the end of the academic year 2018.  PE lead having appropriate time to complete role | Coordinator applied for the Platinum Kitemark award through writing a Case Study. This was awarded in October 2018. Remaining time spent to organise events, set up letters and liaise with Premier Sport. |
| The purchase of PE equipment to ensure that children can learn the skills and gain the practical experience required to compete in Level 1 competitions. | * Purchase PE equipment to replace outdated / damaged resources. | 650.00 | Teachers will have the resources required to teach effectively across the curriculum. Resources and their use will be monitored by the PE coordinator with a view to promoting the use of under-used equipment. | Closely monitor the quality of PE equipment and replace equipment that is no longer effective.  Replace equipment that is no longer fit for purpose to ensure all PT teaching in the future is affectively resourced. |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| 81.38% |
| School focus with clarity on intended  **impact on pupils**: | Actions to achieve: | Funding  allocated: | Evidence and impact: | Sustainability and suggested  next steps: |
| Positively impact learning in PE | PSSP employed to deliver bespoke CPD sessions for teachers. Attend primary PE conference and access regular INSET’s provided. | £3,500 | Feedback forms completed by all staff on completion of 1:1 CPD. Continued professional development for PE lead as well as wider school staff. Up-to-date relevant resources employed by staff to deliver PE. Increased confidence levels will positively impact teaching and learning | Investing in staff is a priority as this will be our most sustainable resource. Staff confidence and knowledge will benefit all children in years to come. Continued affiliation with the PSSP will mean that we can access ongoing CPD and support. |
| Positively impact learning in PE | Specialist Gymnastic teaching from qualified teacher providing existing staff with training and increasing pupils skills | £3,500 | Teachers more confident in their teaching of gymnastics and providing lessons that are at least good – monitored by PE lead | After 3 years of Specialist gymnastic teaching, all teachers now have improved CPD and are implementing ideas into their planning. |
| Positively impact learning in PE | Premier Sports  Qualified sports coaches to work with teachers and developing their knowledge and skills in school sports | £9,000 | Confidence and skill of staff to teach PE and Sport increased resulting in consistently good or better teaching  Increasing the skills of pupils in outdoor sports and games  Improved teaching and learning across KS2. | Investing in staff is a priority as this will be our most sustainable resource. Staff confidence and knowledge will benefit all children in years to come. Continued affiliation with the Premier Sport will mean that we can access ongoing CPD and support |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| 4.55% |
| School focus with clarity on intended  **impact on pupils:** | Actions to achieve: | Funding  allocated: | Evidence and impact: | Sustainability and suggested  next steps: |
| Introduce new sports activities encouraging more pupils to take up to be involved in physical activity | Premier Sports  including after school and lunchtime activities | Premier Sports  Cost in KI3 | Increasing participation in after school activities to year groups who in the past were not able to participate  Increased intake of after-school club (over 80%)  Introduces KS1 club – these have been very popular after school (multi-sports and gymnastics) | Passport clubs and activities to pupils who were showing interest in sport.  Display of clubs available to pupils in area  Celebrate participation in sport through whole school assembly presentations |
| Introduce new sports activities encouraging more pupils to take up to be involved in physical activity | Change4Life | £600 | Reluctant pupils more willing to take part in regular PE and engaging in inter school activities  16 children took part in the weekly Change for Life Dance Club. Some of these children went on to Plymstock school for the transition club. | These children were also invited to take part in the Plymstock transition club to support them with moving on to secondary school. Many of these children are now taking part in after-school clubs. |
| Introduce new sports activities encouraging more pupils to take up to be involved in physical activity | Purchase of Yoga online resource | £300 | Introduction of new activity to improve healthy lifestyles and it being used throughout the school as part of indoor PE programme  Used regularly as PE lessons or as part of Jigsaw ‘calming’ sessions. | Resource worked well for the year and teachers have improved confidence in the teaching of yoga. Alternative (free) resources have been found which can be used throughout academic year 2018-2019. |
| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation: |
| 0% - see KI3 |
| School focus with clarity on intended  **impact on pupils**: | Actions to achieve: | Funding  allocated: | Evidence and impact: | Sustainability and suggested  next steps: |
| Increase the number of competitive opportunities for children of all abilities and age groups. | Annual membership to the PSSP: Target events offered by the PSSP to provide children of all age groups and abilities with the opportunity to compete. | \*PSSP Cost in KI3 | PSSP provide termly reports on the number of events attended. PE Coordinator will monitor engagement of all children throughout the year. | Continued affiliation to the PSSP will ensure we are able to access a broad range of events and competitions. Positive experiences will likely lead to life-long participants. |