



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised December 2017

Commissioned by
Department for Education

Created by



YOUTH
SPORT
TRUST

Review and Reflection – based on the 5 key indicators from DfE,

Key achievements to date: 30 th April 2018	Areas for further improvement and baseline evidence of need:
<p>Hiring a specialist P.E teacher to work with teachers and children during P.E sessions. Year 2 and Year 5 both benefitted from taking part in Bodycare sessions. This was a five-week health promotion scheme run by trained instructors which aimed to teach children about the body and leading an active lifestyle while encourage the children to become more active outside of school.</p> <p>Year 3 have participated in the three week program ‘Couch to Course’ with an instructor from Blitz Fit Me. This finished with a competition with other schools around the Chelmsford area.</p> <p>Providing sports clubs for the children to participate in before/ after school/ lunchtimes. Addition of a girls’ football team.</p> <p>We are attending more sporting competitions and increasing pupils’ participation in the School Games.</p> <p>We are helping children to be active and make healthier life choices. All children across the school have two P.E lessons a week. It is recommended by the Chief Medical Officer guidelines that all children engage in at least 60 minutes of physical activity a day, at least 30 minutes of this should be in school. We are achieving this.</p> <p>We have ensured that the school has the correct sports equipment to teach a broad and varied curriculum.</p>	<p>The specialist P.E teacher has worked alongside our teachers to support them with teaching P.E. This has improved the quality of P.E being taught and can also be reflected in the data with a very high number of pupils achieving at least expected in P.E.</p> <ul style="list-style-type: none"> - Look into hiring additional qualified sports coaches for special sports taster days/ workshops which encourage children to try a new sport and teachers to enhance their skills teaching a particular sport. <p>We have been able to offer many clubs and have attended events and competitions for these.</p> <ul style="list-style-type: none"> - Ensuring there is at least one active club on offer for each year group. The school funds a football coach daily at lunchtimes for KS2 and Year 2 specific skill development <p>We have been taking part in a growing amount of competitions outside of school.</p> <ul style="list-style-type: none"> - We have achieved a bronze kite mark for sport. Our next step will be to achieve a silver kite mark. <p>This has encouraged children to take part in physical activities outside of school and also to raise awareness and understanding of how we can live a healthy and active lifestyle.</p> <ul style="list-style-type: none"> - Find out how many children regularly walk, cycle or scoot to school. Increase amount of children leading an active lifestyle by walking to school. Look into the possibility of a link with a neighboring supermarket carpark to encourage parents who drive their children to school to park and walk. - Look into an outdoor gym which can be used at break/ lunch and P.E lessons. - Look into Active Maths to incorporate physical activity into the classroom. <p>Updating and replacing sports equipment has helped us to provide more engaging PE lessons d allows pupils to experience variety of different sports/games</p>

Joining the Chelmsford Sport Partnership. This offers CPD for teachers and other members of staff. It also runs a broad range of competitions for our children to attend.	Attending CPD events has helped us to upskill our teachers and staff in teaching various sports and activities. We have also had the opportunity to make links with other schools to arrange additional sporting fixtures. <ul style="list-style-type: none"> - Teachers to attend any training if needed to upskill and develop their teaching of any particular sports.
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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?	96.88%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	84.38%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	78.13%
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

*Schools may wish to provide this information in April, just before the publication deadline.

Academic Year: 2017/18		Total fund allocated: £14, 430 (Financial year 2017-18)		Date Updated: 30 th April 2018	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity					
School focus with clarity on intended impact on pupils :		Actions to achieve:		Evidence and impact:	
<ul style="list-style-type: none"> - Create an exercise area outside including the purchase of outdoor gym equipment which will provide children with exercise facilities which they can use during break, lunch, P.E, before/ after school times. This will promote healthy living and wellbeing throughout the school. 		<ul style="list-style-type: none"> - Identify area outside - Researching companies which make specialized outdoor gym equipment for children. - Purchase outdoor gym equipment. - Staff training on how these can be used in P.E. lessons in school. 		<ul style="list-style-type: none"> - All pupils will have the opportunity to use the exercising equipment, promoting healthy living and increasing the level of physical activity in school. - More pupils getting involved in exercise. <p>WIDER IMPACT AS A RESULT OF ABOVE Pupils are more active at break and lunch times.</p>	
				Sustainability and suggested next steps:	
				<ul style="list-style-type: none"> - Aim to develop the exercise area possibly adding more equipment in the future e.g. table tennis tables, exercise stations and a timer. - Work with parents to encourage the use of the facility after school. - Exercise area to be firmly embedded in the school day and used regularly. 	

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:		Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> - Celebration assembly every Friday to ensure that the whole school is aware of the importance of P.E and Sport and to encourage all pupils to aspire to being involved in the assemblies. 	<ul style="list-style-type: none"> - Achievements celebrated in assembly (match results, sporting competition results, sporting certificates from home). - Showing gymnastics routine near gymnastics competition time. 		<p>Pupils are able to participate in the assembly by bringing in sporting certificates which have been completed outside of school.</p>	<p>The SLT has seen the benefits of the raised profile and is committed to funding these areas (possibly from PLT) if the Primary P.E and Sport Premium is discontinued.</p>

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:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> - In order to improve progress and achievement of all pupils the focus is on up-skilling the staff. Hire a specialist P.E teacher to work with teachers and children during P.E sessions. - To renew our subscription with Chelmsford School Sport Partnership (CSSP), which offers CPD for teachers and other members of staff. 	<ul style="list-style-type: none"> - Monitor the P.E assessment across the school to ensure that every child is making good progress in P.E. - A copy of the CSSP events (including CPD) will be displayed in the staffroom to ensure that all staff are aware of the training they can attend to develop their teaching of certain sports. - Subject leader will attend the CSSP PLT meetings termly. - Subject leader will check P.E. planning. 	<ul style="list-style-type: none"> - Better subject knowledge for staff. - Increased confidence and better subject leadership skills enabling the subject leader to lead professional learning for all staff. <p>WIDER IMPACT AS A RESULT OF ABOVE</p> <p>Skills, knowledge and understanding of pupils are increased significantly. When asked, pupils say that they really enjoy P.E and sport and are very keen to take part and demonstrate a real desire to learn and improve.</p>	<ul style="list-style-type: none"> - Staff share good practice which will lead to better confidence. - Good practice is shared between schools at CSSP CPD events and PLT meetings (which are attended termly by the subject leader). - The school is not dependent on 'experts' coming in to teach P.E and sport as staff have been upskilled as a result of this, although this will continue as it has been very positive in pupil's attitudes and attainment in P.E.

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:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> - Continue to offer a wide range of activities both within and outside of the curriculum in order to get more pupils involved. - To provide leadership opportunities to pupils in upper KS2. 	<ul style="list-style-type: none"> - Continue to monitor the amount of pupils who attend sporting clubs. This may be inside or outside of school. - Attending sporting events run by the CSSP. - Ensuring that there is at least one active club on offer for each year group. - Addition of a girl's football team. 	<ul style="list-style-type: none"> - The addition of a girls' football team and participation in the league. 	<ul style="list-style-type: none"> - Staff will work together and share good practice which will lead to better confidence all round and more staff keen to get involved, ensuring the extra activities will not only continue but there will also be an expansion.
Key indicator 5: Increased participation in competitive sport			
School focus with clarity on intended impact on pupils:	Actions to achieve:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> - Increase the amount of girls participating in sport in upper KS2. 	<ul style="list-style-type: none"> - The addition of a year 5/6 girls' football team which will participate in matches in their league. - Purchasing a new school football kit. - Identify a staff member which will run a girls football club and develop the team and organize matches. 	<ul style="list-style-type: none"> - Increased participation in sport by girls. - Girls taking part in competition against other schools around the Chelmsford area. 	<ul style="list-style-type: none"> - Member of staff to take charge of the girls' football team.