



John Perry Primary School

Impact of Primary PE and Sport Premium Funding

Dfe vision for the Primary PE and Sport Premium

All pupils leaving primary school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport.

The funding has been provided by the government to ensure impact against the following objective:

- To achieve self-sustaining improvement in the quality of PE and sport in primary schools

It is important to emphasise that the focus of spending must be for the benefit of **all** pupils to encourage the development of healthy, active lifestyles. Spending must lead to the long lasting impact against this vision.

It is expected that school see an improvement in the following 5 key indicators:

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
2. The profile of PE and Sport being raised across the school as a tool for whole school improvement
3. Increased confidence, knowledge and skills of all staff in teaching PE and Sport
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport

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

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

The main drivers for improvement should be those identified by the school through the self-review. Each school should aim to achieve the following objective:

To achieve self-sustaining improvement in the quality of PE and sport in primary schools

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

How funding was spent in the financial year 2016 – 2017 and its impact

Academic Year: 2016/2017		Total fund allocated: £10,260	Date Updated: 10/11/17	
Key indicator 1: The engagement of all pupils in regular physical activity				Percentage of total allocation: 13%
Objective	Actions to achieve:	Approximate cost:	Evidence and impact:	Sustainability and suggested next steps:
Engage and involve parents and children in healthy eating and healthy living activities that can be followed collaboratively both at school and in the home.	Conduct questionnaire on 'healthy eating' and target children who show a low understanding in the importance of adopting and maintaining a healthy and active lifestyle.	£500	Children more aware of healthy choices. Children have been more active in the playground (tennis, football in the playground) and initiated their own games (patball).	PE Lead to research and purchase selective outdoor apparatus and gym equipment to develop strength in children's bodies and develop a greater understanding of how the body works through healthy eating and exercise.
Introduce the Golden mile as an additional activity in the Summer term.	Training for the PE and PHCE Leads Accreditation of Healthy Eating Silver Award Organise a course for the Golden mile. Prizes for participation.	£800	PE and PSHE Leads have raised the profile of their subjects. School has attained Healthy Eating Gold Award All pupils involved in the Golden mile.	PE Lead to liaise with Head teacher for the introduction of an 'Active AM Football Club' for children in Year 5. This will encourage a healthy start to the day and improve punctuality, attendance and pupil engagement in Year 5. The club will be delivered

				by PE Coach of West Ham Football Academy, alongside members of staff who wish to gain a better understanding of and interest in how to keep fit and the direct impact on the brain. The Golden mile firmly embedded as an annual event in the school calendar.
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: 50%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Approximate cost:	Evidence and impact:	Sustainability and suggested next steps:
Introduce new PE Scheme of Work (TagTive8) across the school to be used alongside the current scheme of work. Purchase PE equipment to ensure children have the necessary tools to receive quality PE lessons and fulfil their potential.	PE Lead to undergo training to deliver new scheme of work. PE Lead to complete inventory list of current equipment, map out long-term plans for PE and agree on equipment and apparatus required to teach challenging lessons both indoors and out across all phases.	£5100	The new scheme of work has allowed opportunities for developing Literacy and Mathematical skills through physical activity. There has been a significant increase in the engagement and enjoyment of PE. Children given more opportunities to design, lead and critique, which builds confidence, develops skills and competence and improves overall performances. Through providing a range of equipment, the children now have a variety of sporting activities that can	Pupil Survey to identify what competitive sports children would be comfortable taking part in. Start with children's interests, and then introduce new and exciting sports that have similar skill sets to build further competitive teams. Evaluate impact of new PE scheme of work to assess how key competitive attitudes can be differentiated and integrated within the majority of lessons taught, so that these attitudes are instilled in children and executed naturally.

			<p>be played both structurally during PE lessons and creatively during playtimes. The children can use the equipment to play the games as intended but also think laterally to create new games that can be taught across the school.</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				7%
School focus with clarity on intended Impact on pupils:	Actions to achieve:	Approximate cost:	Evidence and impact:	Sustainability and suggested next steps:
Train staff across Early Years and Key Stage 1 key skills, to deliver a wider variety of physical activities and games during PE lessons.	PE Lead to provide an 'Introduction to Teaching PE' session to all staff in EYFS and KS1 and complete series of learning walks with staff and children to ensure their knowledge of sports and games are constantly being developed.	£700	Sessions attended by EYFS and KS1 staff and PE lessons subsequently taught creatively with lessons plans used mostly for structural purposes. PE and Sports Lead is more confident to explore a variety of diverse and inclusive teaching methods to teach and enhance PE across phases, resulting in greater participation across whole school.	Training of Midday Supervisors to engage children in physical activities and games at lunchtime.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				17%
School focus with clarity on intended Impact on pupils:	Actions to achieve:	Approximate cost:	Evidence and impact:	Sustainability and suggested next steps:
Offer children of all age groups a variety of sport and activity-based opportunities to share their interests, learn new and develop existing skills.	Liaise with staff and PE Lead to timetable best fit tasks to fit with demand and improve sporting performance. All KS1 and lower KS2 pupils given the opportunity to attend after school clubs (for example, Aquaclub).	£1750	New clubs set up which have boosted the confidence in some of the more reserved children. A high proportion of FSM/PPG pupils have improved their proficiency in swimming.	PE Lead to create Pupil Voice to audit children's sporting interests, collating new ideas accordingly to broaden mind and skill sets across KS1 and 2. Discuss best person or company to deliver new activities, which can include and encourage parent-child

	<p>Increase the number of pupils taking part in PE / sports after school clubs.</p> <p>Increase the number of pupils taking part in PE / sports lunchtime clubs.</p> <p>Target KS1 and KS2 FSM / PP pupils to involve them in sports activity – for example – additional swimming lesson on Friday afternoon.</p>			<p>collaboration. PE Lead to liaise with external provider to increase playtime activity for the whole school.</p> <p>Build in enrichment day linked to particular sporting events so that this is fixed in school calendar and become sustainable.</p>
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Approximate cost:	Evidence and impact:	Sustainability and suggested next steps:
<p>Educate and engage children on a wide variety of competitive sports.</p> <p>Participate in borough and run inter-house competitions.</p>	<p>Gather interests and capabilities of children across school, reviewing borough competitions that coincide in order to provide necessary training to be prepared.</p> <p>Purchase school football kit and equipment.</p>	£500	<p>Boys and Girls football and Boys basketball teams have been created.</p> <p>Girls attitudes towards sport have been increased with more teamwork being visible within lessons as practised in training.</p>	PE Lead to introduce 'Sports Leaders' to years 5 and 6, who will work at lunchtimes with younger children to educate the skills behind and importance of playing a variety of games, leading play by example.

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:
<p>Engagement of all pupils:</p> <ul style="list-style-type: none"> • Increased awareness of what constitutes healthy lifestyles • Children are able to make informed choices about healthy eating and exercise <p>Profile of PE and sport across the school:</p> <ul style="list-style-type: none"> • Successful implementation of additional scheme of work <p>Confidence, knowledge and skills:</p> <ul style="list-style-type: none"> • Improved teachers' confidence, knowledge and understanding of the PE curriculum <p>Developing school equipment for PE lessons</p> <ul style="list-style-type: none"> • Increased the amount of core curriculum equipment available for PE lessons allowing for greater access to equipment during lessons • Improved amount of specialist equipment eg. Rhythmic gymnastics equipment – hoops, ribbons, scarves & balls. <p>Broader experience of a range of sports:</p> <ul style="list-style-type: none"> • New clubs have contributed to developing and improving children's existing skills (swimming) • Increased number of pupils participating in lunchtime clubs <p>Participation in competitive sport:</p> <ul style="list-style-type: none"> • Year 6 football team 	<p>Through the PE audit, establishing how much quality physical activity occurs during the day eg, Tagtiv8, 5-a-day TV, Tenenergy</p> <p>Training of Midday Supervisors to engage with children in physical activities and games</p> <p>Introduction of Sports Leaders in Years 5 and 6</p>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
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?	94%
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?	89%
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?	97%
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? <i>We have used this to enable children in receipt of the Pupil Premium grant who did not complete the 25m to attend additional swimming sessions on Friday afternoons.</i>	Yes/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: £21,820		Date Updated: 19/02/18	
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: 44%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Approximate cost:	Evidence and impact:	Sustainability and suggested next steps:	
Purchase selective outdoor apparatus to facilitate the teaching of dedicated skills in EYFS and KS1 Introduce an active football club for identified Year 5 boys to improve punctuality and pupil engagement in Literacy. Arrange the Golden mile event (Summer 2)	Install a SMOOGA in the Infants playground Recruit an academy coach to run the AM football and writing sessions Spare PE kits. Organise the Golden mile and invite parents participation	£9050 £350 £200	Year 5 boys used football as a catalyst to improve and engage in writing. A significant improvement in boys punctuality and attitudes to writing and learning in general.	PE Lead to offer the AM football club to identified pupils in other year groups in KS2.	

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:
				14%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Approximate cost:	Evidence and impact:	Sustainability and suggested next steps:
<p>Carry out Pupil Survey to identify children's preferences for competitive sport</p> <p>Evaluate impact of new PE scheme of work to assess how key competitive attitudes can be differentiated and integrated within the majority of lessons taught, so that these attitudes are instilled in children and executed naturally</p>	<p>A range of different sports and games on offer. Prizes for winners, runners-up, fair play, sportsmanship.</p> <p>Purchase high-quality resources and equipment.</p> <p>External providers to be invited to work with targeted year groups after school.</p> <p>Ensure that the additional scheme of work provides opportunities for the development of positive attitudes, values and skills,</p>	<p>£2000</p> <p>£1000</p>		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				4%
School focus with clarity on intended Impact on pupils:	Actions to achieve:	Approximate cost:	Evidence and impact:	Sustainability and suggested next steps:
Training of Midday Supervisors to engage children in physical activities and games at lunchtime. To reduce the number of behaviour incidents at lunchtime.	Rugby Tots to deliver 6 training sessions to Midday Supervisors PE Lead to work alongside Midday Supervisors in delivering games during lunchtime	£300		Midday Supervisors to deliver games at lunchtimes. Midday Supervisors to be invited to run after school games club under the direction of the PE Lead.
Training of three members of staff to deliver Big Dance to children across the school in the Summer term	Increase staff confidence, knowledge and skills	£570		
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				12%
School focus with clarity on intended Impact on pupils:	Actions to achieve:	Approximate cost:	Evidence and impact:	Sustainability and suggested next steps:
Partnership with the Royal School of Ballet with the aim of engaging children in Year 3 in ballet and learning new skills associated with a new discipline	Staff training and development of high-quality lessons delivered by specialist ballet teachers. Parental engagement through attending ballet performances in school and neighbouring secondary school.	£350	Attainment of ballet skills. Acquisition of discipline related to the sport. Teachers have developed skills and improved their confidence in teaching ballet. Well-attended performances by parents and the wider public.	Continued partnership with the Royal Ballet Company. Recruit additional ballet teacher to run parent-pupil ballet classes as an after-school activity.
Build in enrichment day linked to a particular physical activity (Big Dance) so that this is fixed in school calendar and become sustainable.	Dance instructor quality check sessions x 2 T Shirt Pack	£200 £250		Invite pupils from neighbouring partner schools to participate in Big Dance events

Purchase Patball equipment	To expose pupils to a range of different Sports.	£300	A higher percentage of pupils participating in physical activities at break times and lunchtimes.	House Captains and Vice House captains to arrange fixtures and officiate at inter-house competitions run at lunchtimes.
Set up playground monitors system, create playground zones and activities.	To introduce dedicated zones in the Infants playground to expose pupils to a range of different sporting activities and games.	£1600	Playtime observations and behaviour log showing less incidents of poor behaviour due to high levels of engagement by pupils	Exhibition of new zones and sporting activities and games in an after school Fun Day – where children demonstrate their skills and the use of equipment.
Bikeability	Run Bikeability sessions for Year 5 and 6 pupils		To increase road safety awareness and promote use of bicycles for fun and transport	Year 6 pupils draw up individual travel plans for their journey to secondary school in September

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				9%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Approximate cost:	Evidence and impact:	Sustainability and suggested next steps:
<p>Promote competitive opportunities for all pupils across school in both intra and inter school formats</p> <p>Consolidate the House system (reward system) that celebrates achievements in sport e.g. effort, fair play, teamwork</p> <p>Ensure that all sports coaches and instructors employed to support after school sports clubs are quality assured</p> <p>Make links with community clubs (Dagenham and Redbridge Football club, West Ham Academy, Barking Youth Sports Trust).</p> <p>PE and Sport lead to continue as a partner in the partnership with 8 neighbouring schools.</p> <p>Continue to provide opportunities for school sports team to be part of external competitions e.g. leagues</p>	<p>Pupils gain the experience of representing their school.</p> <p>Pupils are part of community clubs that the school has links to</p> <p>All talented pupils are signposted to appropriate sports clubs or other pathways</p> <p>Pupils recognise the wider benefits of participating in sport and consider it an important part of their development</p> <p>The extra-curricular sport provision is of high quality and delivered safely by school staff and quality assured coaches</p> <p>Access to a variety of sporting experiences</p> <p>Opportunities to represent the school</p> <p>Increased and diversified relationships with other local schools</p>	£3500		<p>Feedback from community clubs</p> <p>Parental feedback</p> <p>Talented pupils represent the borough in inter-borough competitions.</p> <p>Increase in the level of competitive sports and games on offer to all pupils.</p>

£19,670 to be spent in 2017 – 2018 = 10% of the total allocation.

£2,150 (10%) carried forward to 2018 – 2019.