

Scholes (Elmet) Primary

Primary PE and Sport Premium, 2018-19



SCHOLES
Scholes (Elmet)
Primary School

Vision statement

Our vision is that every child should have the opportunity to develop the physical confidence and competence to enjoy being physically active. This should allow our children to develop their physical literacy and give them the choice to decide which activities they would like to continue participating in throughout their lives. We hope this will lead to a life-long passion of being physically active. We also strive to give as many children as possible the opportunity to participate in a variety of competitive sports during their school life, giving them the prospect of understanding what competition feels like, what it is like to be part of a team and to experience both winning and losing – playing sports with fairness and respect.

Self-evaluation: review and reflection

An evaluation of previous spend, current needs and priorities for the future

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>For 2017-18, participation in level 2 competitions was 84%. Children took part in cross country, skipping, netball, football, triathlon and Total Warrior obstacle course competitions.</p> <p><u>Competition Participation</u></p> <p>2013-14 0% 2014-15 8% 2015-16 43% 2016-17 52% 2017-18 84%</p> <p>Children had the opportunity to take part in level 1 competition within school during PE lessons, whole school events, the whole school sport roundabout afternoon and the Key Stage 2 competitive sports afternoon.</p> <p>Children also engaged in Level 0 (personal best) competition; skipping, athletics and running.</p> <p>Staff have received professional development support through observing professional coaches coming in to school to teach lessons, teaching alongside and team teaching PE lessons. Accompanying children to development courses, such as the Sport Leader UK course, has enabled staff to bring new initiatives back to school alongside children. Student sport coaches have completed placements, bringing fresh ideas and approaches. Staff have also attended professional development courses and meetings relating to PE. This is reflected in the increased staff rating of confidence in PE which is clearly shown in confidence survey results. At the beginning of the year 88% of staff reported feeling 'confident' or 'very confident' teaching PE compared to 92% at the end of the year.</p> <p>Support has come via the Active Schools membership and the EPOS cluster, Partnership Development Manager and Sport and Community Partnership Coordinators.</p> <p>Children have reported positively regarding competitions, participation festival and the Year 4 subsidised residential. Testimonies can be seen on the evaluated plan from 2017-18.</p> <p>All of the above contributed in Scholes (Elmet) Primary School being awarded the Gold School Games Mark Award, an increase from Silver in 2016-17.</p>	<p>Maintain Gold School Games Mark. Gold SGM maintained.</p> <p>Maintain over 80% of children participating in competition. 2018-19 87%</p> <p>Continue to embed 30 active minutes in school day. Increase 29% (2017-18) uptake in the 30 active minutes (30:30 challenge) from children. 31% of children engaged in 30:30 wristband challenge.</p> <p>Maintain staff confidence with specialist sport coaching support and PE specialists teaching across Key Stage 1 and Key Stage 2 classes. Confidence increased. See below.</p> <p>Staff confidence survey Sept 2018 0% - not at all confident teaching PE 29% - moderately confident teaching PE 57% - confident teaching PE 14% - very confident teaching PE</p> <p>Staff confidence survey Jul 2019 0% not at all confident 7% moderately confident teaching PE 57% confident teaching PE 36% very confident teaching PE</p> <p>Residential subsidies for Year 4 and Year 6 outdoor and adventurous activities. Both year groups had successful residentials (see testimonies)</p> <p>Develop outdoor activities and equipment in school</p>

	grounds. Multi-use games walls installed n KS2 playground and ball catcher on KS1 playground.
Meeting national curriculum requirements for swimming and water safety	
What percentage of the current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	40/44 children = 91%
What percentage of the current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	40/44 children = 91%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	39/44 children = 88%
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?	Top up sessions for Y5 children who didn't achieve National Curriculum standard in Y4.

Action plan and budget tracking, 2018-19

Our plans against five key indicators

Academic Year	Total fund allocated	Date(s) updated:
2018/19	£18,600	November 2018 July 2019 evaluation in green

Key indicator 1: The engagement of all pupils in regular physical activity <i>Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school</i>				Percentage of total allocation: 45%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Maintain 30:30 challenge to get all pupils undertaking an additional 20 minutes of physical activity per day, in addition to 10 minutes Wake Up Shake Up that is already embedded in the school timetable.	Staff to use iMoves package which has PE lessons, dance, physical activity ideas and cross curricular lessons to increase physical activity during the school day. Go Noodle website for activity bursts. Monitor use of running track.	£100	Children undertaking 30 minutes of activity during the school day. Engagement in 30:30 wristband challenge – 29% uptake from children in 2017-18. Increase this to 35% in 2018-19. 31% of children engaged in 30:30 wristband challenge. Wider impact as a result of the above : <ul style="list-style-type: none"> ✓ Pupils more active at playtimes and lunchtimes evidenced by increase in 30:30 challenge participants. ✓ Attitudes to learning improved – better concentration and behaviour in lessons. 	30 active minutes becomes embedded in school day. Choose a sample week and each class record their daily activity. Continue to embed 30 active minutes in school day. Find and develop a new initiative – children not as motivated to collect a similar wristband.
Increase physical activity at playtimes and lunchtimes.	Install activity walls (basketball, football, cricket and target boards) on KS2 playground and a ball chute on KS1 playground. Achieved.	£8,250		Using outdoor equipment and maintain activity rota for playtimes and lunchtimes. Activity walls and ball catcher installed. Rota in place.

Key indicator 2: The profile of PESSPA (PE, School Sport and Physical Activity) across school as a tool for whole school improvement				Percentage of total allocation: 7.5%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Celebration assembly including WUSU stars of the week and sports certificates/awards so whole school is aware of importance of PE and Sport and encourage all pupils to aspire to be involved.</p> <p>Whole school initiatives launching a collective PE/Sport/Health focus; Skipping School and Chance to Shine cricket initiative.</p>	<p>Achievements celebrated in assembly (include match and competition results) and increase of awards from out of school sports clubs. iMoves challenge at end of each celebration assembly by whole of KS1 and one class per week in KS2</p> <p>Update noticeboard and website regularly with PE and Sport information.</p> <p>Book Skipping School event. Book Chance to Shine cricket initiative.</p>	<p>£100</p> <p>£1300</p>	<p>Sport and Physical Activity awards been given out regularly in golden assemblies. Achieved. Notice board/website updated regularly to keep parents informed. Noticeboard updated every half term.</p> <p>Testimonies from children. See file for full testimonies. 'I loved doing orienteering because it helped me with my map skills and was a lot of fun.'</p> <p>All pupils involved in skipping event. Y2 and 4 children to take part in skipping competition. Increased involvement in skipping at playtimes and lunchtimes. Achieved. Testimonies from children after skipping and cricket initiatives. 'I'm getting so much better at skipping now.' Wider impact as a result of the above : <ul style="list-style-type: none"> ✓ Pupils proud to be involved in assemblies, featured on notice board, website or receive headteacher award. </p>	<p>SLT committed to sustaining benefits if Sport Premium is discontinued.</p> <p>Continue with certificates, class performances, website updates, newsletters, noticeboard.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 18.5%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>In order to improve progress and achievement of all pupils the focus is on increasing staff confidence delivering PE lessons. PE leader will attend Active Schools courses then disseminate to other staff through PDMs. PE leader to be released from class to plan, monitor, observe and evaluate PE.</p> <p>Professional coaches will demonstrate, then work alongside teachers, in all year groups to improve staff confidence and skills. Years 1-6 – Orienteering F2 – gymnastics Y1/2 – basketball Y3/4 - team games – tactics, fair play, athletics Y5/6 –cricket</p>	<p>Leeds Active Schools membership</p> <p>PE Leader attend Subject Leader days organised by Leeds Active Schools</p> <p>HLTA covering PE Leader’s class.</p> <p>Whole school orienteering focus in Autumn term. Staff to follow up with orienteering lessons. Orienteering competition entered after Y3,4 classes planned and delivered successful orienteering lessons as part of curriculum topic plans.</p> <p>Book professional coaches for throughout school year, covering all classes. PE Leader/PE specialists from across Sphere Federation to monitor teaching and learning in PE lessons.</p>	<p>£1000</p> <p>£1050</p> <p>£1400</p>	<p>Staff confidence survey (Sept 2018) 0% - not at all confident teaching PE 29% - moderately confident teaching PE 57% - confident teaching PE 14% - very confident teaching PE Staff confidence survey Jul 2019 0% not at all confident 7% moderately confident teaching PE 57% confident teaching PE 36% very confident teaching PE</p> <p>PDM (in Oct 2018) to deliver new Medium Term Planning for PE. PDM 11.10.18.</p> <p>Lessons observations conducted by PE leader or other PE specialists from across Sphere Federation (evidence: lesson observations, including Ofsted lesson observations).</p> <p>Wider impact as a result of the above :</p> <ul style="list-style-type: none"> ✓ Pupils enjoy PE and Sport, are keen to take part and demonstrate a desire and motivation to learn (testimonies as evidence). ✓ All staff have an opportunity for CPD through professional coaching curriculum sessions. 	<p>Whilst funding continues the subject leader will continue to lead PE and staff will be supported in their professional development. This will lead to all staff feeling confident or very confident when delivering PE lessons.</p> <p>Professional coaches to be booked for each class as CPD for teachers to teach alongside and then replicate lessons.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
<p>Continue to offer a wide range of activities both within and outside the curriculum in order to maintain participation (eg: outdoor & adventurous residential visits, lunchtime activity clubs and wide range of after school clubs).</p> <p>Focus on 'in-active population' – those who do not take up additional PE and sport opportunities.</p>	<p>Set up playtime and lunchtime activity rota. Children to attend Sport Leader UK Playmaker course (SLUK) then accompanying member of staff to facilitate them to deliver activities during playtimes. Dance leader course 6.12.18 (19 children) plus all Y6 (44 children) coordinated and led competitive sports day event.</p> <p>Residential subsidies.</p>	<p>£3,700</p>	<p>In-active population survey conducted to identify pupils who do not participate. Target in-active children and engage in at least one extra-curricular club during the year (lunchtime or after school). 29% of inactive population engaged.</p> <p>Maintain extra-curricular participation at 78% or above. Achieved. Participation 2018-19 90%</p> <p>Wider impact as a result of the above : <ul style="list-style-type: none"> ✓ Improvement in lunchtime behaviour and afternoon learning attitude. </p>	<p>Staff will work together to share good practice which will lead to increased confidence and an increase of staff keen to be involved thus ensuring extra activities will continue and hopefully expand. Continue professional coaching sessions throughout the next year.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 8%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Applying for School Games Mark (SGM) which includes Level 0 (personal best), Level 1 (intra-school) and Level 2 (inter-school) competitions aiming to provide opportunities for at least 80% of KS2 children (84% competition participation in 2017-18).</p> <p>Gold SGM maintained.</p>	<p>Prepare and enter 'A' teams for cricket, athletics, skipping and dance (Wake Up Shake Up). Prepare and enter 'A' and 'B' teams for football, cross country and netball. Prepare and enter 'A', 'B' and 'C' teams for cross country competition. PE leader to complete club registers and overall participation record throughout the course of the year. Achieved.</p>	<p>£1500</p>	<p>Children record Personal Best at a chosen skipping skill. Each child to record personal best and how it improves over time. The aim is for them to continually improve and increase their personal best score (level 0 competition). See class records. Personal best records in PE Leader file.</p> <p>Maintain children participating in competition at over 80%. Achieved.</p> <p>KS2 Competition Participation 2013-14 0% 2014-15 8% 2015-16 43% 2016-17 52% 2017-18 84% 2018-19 87%</p> <p>Wider impact as a result of the above :</p> <ul style="list-style-type: none"> ✓ Improved standards as a result of increased variety of skills transferred from extra-curricular activities eg: attacking/defending. ✓ Positive attitude and engagement of all children in PE lessons. 	<p>Maintain Gold SGM for next 4 years. After 4 successive years, Platinum SGM can be applied for.</p>

Other indicators identified by school: Additional swimming workshop and Fruit Tuck Shop trial				Percentage of total allocation: 1%
To ensure 100% of children in current Year 6 have the knowledge to perform safe self-rescue in different water based situations.	Safety and water rescue workshop delivered by swimming instructor. Delivered in Staying Safe week.	£100	100% of Year 6 pupils taking part. Qualified swimming teacher to deliver Water Safety to all Y6s, summer 2019 ensuring 100% have the knowledge to perform safe self-rescue in different water based situations. Achieved.	Repeat this for Y6 2019-20
To promote healthy eating and healthy snack choices.	Set up a 6 week trial of a Fruit Tuck Shop for KS2 children.	£100	Uptake of the trial allowing tuck shop to continue throughout the year. Children's feedback collected throughout the year. Achieved: Fruit Tuck Shop trial successful and continued throughout the whole academic year.	Continue in 2019-20