

St George's Church of England Academy

Primary PE Sport Grant 2017 – 2018



What is PE Sport Grant?

'The grant must be spent on improving the provision of PE and sport for the benefit of pupils so that they develop healthy lifestyles.'

The government is providing additional funding to improve provision of physical education (PE) and sport in primary schools. This funding - provided jointly by the Departments for Education, Health and Culture, Media and Sport – has been allocated to primary schools.

This funding is ring-fenced and therefore can only be spent on provision of PE and sport in schools.

Schools must spend the additional funding on improving their provision of PE and sport, but schools have been given the freedom to choose how they do this.

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

Primary PE Sport Grant Awarded	
Total number of pupils on role	276
Lump sum	£16,000
Amount SG received per pupil (£10 x 276)	£2,760
Total amount of PE SG received	£18,760

Objectives of PE Sport Grant spending
To effectively use the Sports Grant to raise the profile and outcomes for children in PE, Sport and physical activity across the school
<ul style="list-style-type: none">• To improve the provision of PE• Broaden the sporting opportunities and experiences available to pupils• To develop a love of sport and physical activities

Impact of 2017 – 2018 Plan (Allocation £18,760)

As a school we recognise the importance of ensuring that our allocation of funding promotes sustainability. Everything we do within our planned activities is to add value to our school offer, in line with the school's overarching priorities.

Academic Year: 2017/18		Total fund allocated: £18 760		Date Updated: September 2018	
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 - 18%		
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
Lunch Time multi skills activities coaching from outside agency	Organise 'Sporting Chance' Sports Company to deliver high quality, organised sporting activities to children at lunchtimes. (Available to all children) This helps upskill lunchtime supervisors.	£2920	Large numbers of KS1 children and KS2 children got involved with these organised sporting activities at lunchtime. (Other children enjoyed the sessions provided by the School Sports Organising Crew- Change for Life Club)	This has encouraged children to become more active at break times and upskills lunchtime staff who could continue the sessions if funding was ever not available.	
Cyber Coach Online Dance Package	This package will enable children's attainment to be improved. Teachers will be given ideas and sequences from a virtual online dance specialist.	£310	This package has enabled children's attainment in dance to be improved. Teachers have developed greater competency in the area of dance and there is more participation from children.	This package has been running for a number of years now and with even greater success this year after refresher training.	
Introduce the daily mile to ensure all pupils are undertaking at least 15 minutes of additional activity per day.	PE Co-ordinator and School Games Organiser to highlight the benefits of the 'daily mile' in a staff meeting and how it can be implemented. Encourage all staff to get involved.		ALL pupils involved in 15 minutes of additional activity every day.	Daily Mile is now firmly embedded into the school day and children really enjoy this activity. Children have reported they feel more energized after this activity. Staff have noticed greater concentration and participation in lessons. Pupils have reported that they feel calmer and happier in general after engaging with the activity for several weeks.	
Active 30 30	Made up of ten sequential steps, the Active 30:30 resource aims to support practitioners to create an active school.	£232	Resource was purchased. However, further training is needed.	Further training needed with this resource in the future.	
Bikeability	Children in Year 5 will be offered the opportunity to attend 'Bikeability' sessions provided by Darlington Council		'Bikeability' sessions were extremely popular with around 50% of the year group bringing their bikes into school.		

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 - 30%	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>School Sports Organising Crew; Assemblies and Extra notice boards- Whole School Assemblies</p> <p>PE Health Check</p> <p>Staff Meetings</p> <p>Equipment for School Sports Organising crew and Outdoor equipment for active playtimes. Large outdoor storage containers. Uniform for school Sports Organising Crew Change for Life club</p>	<p>School Sports Organising Crew to host regular School Assemblies outlining weekly challenges, explaining their roles within the crew at celebrating achievements of pupils.</p>	<p>£4100</p>	<p>Staff and Management Team have noticed that the Profile of PE and sports has been raised across the school. They have noticed children are extremely enthusiastic about PE and Sport and they are constantly talking about it. Teachers have noticed improved concentration in pupils during lesson times and greater engagement.</p> <p>The school received a glowing PE Health check from the Sedgefield Sports Partnership and the report was an excellent way of monitoring Physical Education in our school. The report was presented to Directors and staff.</p> <p>This has had a huge impact on Active Playtimes. It is fantastic to see children using the skipping ropes, hoops etc. at break times and lunchtimes. Children are a lot more active at break and lunch time.</p>	<p>The SLT has seen the benefits of the raised profile and is committed to funding these areas if the Primary PE and Sport Premium is discontinued.</p> <p>We incorporated advice from the PE Health Check within our PE Action Plan.</p> <p>This equipment, outdoor storage containers and School Sports Organising uniform will be used more for many years to come</p>

(Continuation) 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:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To develop an outstanding EYFS outdoor provision which provides a strong commitment to support children's physical development and their need for movement rich lives.</p>	<p>Staff training on an awareness of critical movement experiences and how to encourage children in our setting through provision and practice as well as strategies for providing engagement and support</p>		<p>Early Years Staff have increased their knowledge and are now much more aware of the importance of the growing body of research revealing how being physical and active positively influences brains and bodies, playing a significant role in all aspects of healthy childhood development. Staff are able to show awareness of the foundation role of movement and action and are using this knowledge in their observations of physical play. This knowledge and understanding has supported staff in auditing the outdoor environment and purchasing resources to provide different types of physical development following observation of the children within their year groups and the differing needs and developmental stages presented.</p>	<p>Next Step – To look at ways of sharing this understanding of the fundamental of movement and action with parents.</p>
	<p>Resources to develop balance, postural control and coordination through the vestibular sense. (Balance boards, balancing beams, balancing wooden stepping stones of different heights)</p>	<p>£154</p>	<p>We have invested in a wide range of balancing equipment in the outdoor provision to develop balance and co-ordination. The children in Early Years department have now developed and understand the need for appropriate postural responses i.e. putting their hands outstretched at the side of their bodies to help balance and prevent falling and has aided fluid body movement. Children are now actively demonstrating challenges within the outdoor environment and equipment and looking at ways to increase their stability through problem solving strategies i.e. using large sticks to support their balancing on the wooden beams. Children who are now confident with balancing are helping less able children by holding their hands, explaining what to do and giving them encouragement. It was lovely to see the children who will be new to the setting using this equipment on 24th June, seeing them unsteady on their feet and children from Nursery showing them the ropes, by holding their hands and giving them encouragement as well as talking what they need to do next. It also made us reflect on how far the children in early years have developed in their balancing skills and confidence through the use of this equipment.</p>	<p>Next Steps – to provide, stimulate and feed the vestibular sensory system involving the different movements such as twisting, spinning, rocking, tipping and tilting.</p>
	<p>Climbing equipment to provide different challenges and skills which also encourages children to move in different ways such as clamber, climb and wriggle over, under, between and through – large barrels, climbing wall and A Frames)</p>	<p>£232</p>	<p>Impact –Children have become confident and have a much more positive attitude in finding resources and opportunities in the outdoor environment to work on this area of development.</p>	
	<p>Developing body sense, control and management through the sense of proprioception</p>	<p>£170</p>	<p>Since the introduction of the climbing equipment, children are beginning to become more confident and independent with the new climbing equipment. Initially they needed help from an adult to support the placement of feet and where to move next to on the climbing wall. They also found it difficult when they were at the top to come down. As the children are becoming more confident they need less adult support and are now beginning to experiment with different ways they can climb and move on this equipment.</p>	<p>To continue to develop a wide range of wheeled resources that challenge all children in the Early Years department.</p>
	<p>Providing children with a wide variety of different types and sizes of balls and targets)</p> <p>Providing a wide variety of self-propelled, wheeled vehicles – scooters, balance bikes, one person trikes, safety helmets and storage)</p>	<p>£311</p> <p>£673</p>	<p>Children enjoyed using new balls and are developing skills in throwing and catching, through providing the children with daily opportunities. They are becoming particularly adept at using the larger sensory balls and are showing more control when throwing these.</p> <p>Resources and understanding of children's physical development needs observed when Bike Day was held (children invited to bring their own bike to school) – 65% of children unable to pedal a bike or trike). Children confident in using large scooters and we have moved on to develop skills and control using cones and other marking resources. Two of the children in nursery were unable to use the scooters when these resources first arrived. They desperately wanted a go but were unsure of how to do and would push the scooters around walking with both feet firmly on the ground are now confident in using them, One of these children is now confidently accessing and using a one person trike. All children in Foundation are able to use the balance bikes and we are now encouraging all children to be able to access the one wheeled trikes. One child has joined a local cycling club.</p>	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation - 17%	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Upskilling Staff- Sedgefield Sports Partnership Package Gymnastics Coaching Orienteering Training for staff Core Tasks Training	The PE team have planned a timetable of when each class will be allocated their upskilling sessions Teachers will work with PE Specialist to help them upskill their knowledge and delivery in different aspects of PE.	£3273 See below See below	Teachers have spoken extremely highly about the upskilling they have received. Teachers have developed greater skills and confidence in a wider range of activities and are now beginning to implement these into their own PE lessons.	Teacher will be able to use the knowledge and confidence to teach these lessons in years to come. Next year; to build teachers' skills in Invasion games and Net and wall games (including badminton and fitness).

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils			Percentage of total allocation - 10%	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Netball Club Football Club CLOC (orienteering) Gymnastics Specialist Archery	Set up Afterschool netball club. Order equipment Enhance on-going after school clubs. Enhance opportunities within the PE Curriculum	£90 £495 £540 £700	Classes using the orienteering maps around school. This has had a huge positive impact on the range of sports and activities offered to children. Children really enjoyed the gymnastics, orienteering and archery.	Laminated Orienteering maps have been drawn for teachers and children to use in the future. Staff can use this knowledge gained from the different activities.

Key indicator 5: Increased participation in competitive sport			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:
<p>Enhanced package (Darlington Sports Partnership, in partnership with Sedgfield School Sport Partnership):</p> <ul style="list-style-type: none"> - Full access to the School Sport Partnership Competition calendar (in addition to those offered as part of the School Games) - Year 2 Quadkids - Competition festivals - Participation festivals - Opportunities for B teams/small schools - Opportunities for children with SEND - Primary Dance festival - School and Community Games (Year 4) - All Run for Fun - SSP network meetings x 6 per year - Promotion and Development of links to Club and Community opportunities - SSP branding – new SSP member logo and letterhead <p>Transport to Sporting Events</p> <p>Additional Swimming (Years 3 and 4)</p> <p>Transport for additional swimming sessions</p>	<p>Attend as many sporting events throughout the year as possible- include all age groups and abilities. Quadkids, cross country, swimming, football, netball, gymnastics, Town Sports etc</p> <p>To provide additional opportunities for swimming in other Key Stages across the school</p>	<p>£1000</p> <p>£1035</p> <p>£2525</p>	<p>Children from Y2 Upwards attended and accessed numerous Sporting Competitions provided by the Darlington Sports Partnership.</p> <p>Whole year groups have accessed Quadkids competition (All children in Year 2, Year 3 and Y4).</p> <p>Children are really enjoying these competitions and teachers have noticed improved concentration and energy in lessons.</p> <p>This has enabled the school to attend the numerous events held outside of school.</p> <p>All children in Years 3 and 4 had the opportunity to engage in swimming lessons. They were taught a range of strokes effectively (including front crawl, backstroke and breaststroke). Children were also taught the importance of water safety</p>	<p>Continue to access competitions for all age groups.</p> <p>Explore further sporting activities for SEND children eg Boccia.</p>

Meeting national curriculum requirements for swimming and water safety (2017 – 2018)

What percentage of the 2017-2018 Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	100% of children
What percentage of the 2017-2018 Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	Approximately 96% of children
What percentage of the 2017-2018 Year 6 cohort perform safe self-rescue in different water-based situations?	96% of children
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 To develop water skills with our Year 3 and Year 4 children.