

Evidencing the Impact of Primary PE and Sport Premium for Stokenham Area Primary School

Vision for the Primary PE and Sport Premium

ALL pupils leaving Stokenham Area 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 Primary PE and Sport Premium funding is used to work towards achieving 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 lead to long lasting impact against the vision (*above*) that will live on well beyond the Primary PE and Sport Premium funding.

It is expected that schools will see an improvement against the following 5 key indicators:

1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
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

This document include the following:

- how much PE and sport premium funding Stokenham Area Primary School receives for this academic year
- a full breakdown of how the PE and sport premium has been spent and will spent this year
- the effect of the PE and sport premium on pupils' PE and sport participation and attainment
- how these improvements have been made sustainable

How Stokenham Area Primary School uses the Primary PE and Sport Funding

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer. This means that Stokenham Area Primary School uses the premium to:

- develop or add to the PE and sport activities that your school already offers
- make improvements now that will benefit pupils joining the school in future years

SECTION 1A – EVALUATION OF IMPACT/LEARNING TO DATE

Name of school: Stokenham Area Primary School

Academic Year: 2017/2018

In previous years, have you completed a self-review of PE, physical activity and school sport?	Yes
Have you completed a PE, physical activity and sport action plan/ plan for the Primary PE and Sport Premium spend?	Yes
Is PE, physical activity and sport, reflective of your school development plan?	Yes
Are your PE and sport premium spend and priorities included on your school website?	Yes

SECTION 1B – SWIMMING AND WATER SAFETY self rescue

Swimming is an important skill and can encourage a healthy and active lifestyle. All Local Authority schools must provide swimming instruction either in key

stage 1 or key stage 2. The programme of study for PE sets out the expectation that pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Swimming and Water Safety	Please fill out 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?	90 %
• 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?	94 %
• 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?	Children have the opportunity to compete in inter school galas and team challenges to raise money for charity

SECTION 2 – REFLECTION: WHAT HAVE WE ACHIEVED AND WHERE NEXT? 2017/2018

Key priorities to date:	Key achievements/What worked well:	Key Learning/What will change next year:
<p>Increase staff confidence and subject knowledge for delivering PE.</p>	<ol style="list-style-type: none"> 1. PE co-ordinator worked alongside other teaching staff to deliver high quality PE to the children and provide guidance for teachers to ensure a sustained impact. 2. PE co-ordinator has delivered PE CPD for other teaching staff to increase PE subject knowledge across a range of units. 	<p>PE co-ordinator to continue to work alongside other teaching staff and run PE CDP.</p>
<p>Increase opportunities to be physically active.</p>	<p>Maintain the 'Wake and Shake' sessions /Sporting Challenges before school and during break times to engage children in a range of physically active tasks and challenges.</p> <p>Purchase and installation of Gym Trail Equipment for active break times.</p>	<p>Continue to vary the range of tasks delivered during the 'Wake and Shake' sessions/Sporting Challenges/Running Challenges- Golden Mile.</p> <p>Continue to promote Physical Literacy/ physical activity outside school for all pupils. Develop Orienteering Trails/ Problem Solving –Team Work Activities for Key Stage 2 pupils</p>
<p>Work with the local learning community to provide competitive and non-competitive sporting opportunities.</p>	<p>A and B teams competed in local sporting tournaments and festivals allowing more children to gain confidence in their sporting achievement.</p>	<p>With the demise of the local learning community competitive and non competitive events from September 2018 , within the federation and across the SDPP (South Devon Primary Partnership) develop opportunities for all children to take part in competitive and non-competitive sporting opportunities and festivals.</p>

<p><i>Introduce Balance-ability</i></p> <p>For Foundation Stage to 'Learn to Cycle' A programme for Reception and Year 1 children</p>	<p>88% of pupils by the end of Year 1 can now ride a two wheeled bicycle without stabilisers. A significant majority of pupils were able to ride a two wheeled bicycle in time for the summer</p>	<p>Extend the Balance-ability Programme for the first 6 weeks of the Autumn term 2018 for Foundation children and Year 1 children.</p> <p>Balance-ability to be re-introduced for the Summer term 2019 for Foundation Stage</p>
<p>Forest School Provision</p> <p>Continue to provide Outdoor Physical Learning Opportunities for all children through weekly sessions for Foundation Stage children and half termly sessions for each year group over the year.</p>	<p>Children in EYFS engaged in active learning in the outdoors across the seasons. All children have the opportunity to be led in outside learning by a skilled Forest School Practitioner.</p>	<p>Continue to provide the provision for all children.</p> <p>Children from Year 1- Year 6 will experience Forest School learning in a different season.</p>

Please find below our Sports Funding Expenditure September 2017 – August 2018

Expenditure	
Sheds for Balanceability Bikes	£2,590.00
Balanceability Bikes	£2,795.00
Balanceability Instructor	£578.00
Football Coach	£410.00
New Footballs	£438.00
Sports Coach	£10,947.00
Forest School Practitioner	£10,050.00
Total for School	£47, 778.00

SECTION 3 – Plan for Provision and Budget for the coming year 2018/19

Academic Year: 2018/2019		Total fund allocated In the Year 2018-2019 £17,920.00					
A	B	C	D	E	F	G	H
PE and Sport Premium Key Outcome Indicator	School Focus/ planned <u>Impact on pupils</u>	Actions to Achieve	Planned Funding	Actual Funding	Evidence	Actual Impact (following Review) <i>on pupils</i>	Sustainability/ Next Steps
<i>Continue to run Balance-ability</i> For Foundation Stage to 'Learn to Cycle' A programme for Reception and Year 1 children Balance-ability Programme for the first 6 weeks of the Autumn	The programme is designed to help children gain the confidence and skills required to ride a pedal bike independently, getting them off to the best start in cycling and assisting their ability to	Maintain Balance ability equipment, to ensure the delivery of the sessions in a sustainable programme. Balance-ability will be run outdoors as part of the weekly regular physical activity sessions	£3000		The significant majority of pupils in FS and Year 1 are able to ride a pedal bike without stabilisers by the end of Year 1.		

<p>term 2018 for Foundation children and Year 1 children.</p> <p>Balance-ability to be re-introduced for the Summer term 2019 for Foundation Stage and Year 1</p>	<p>participate in Bike-ability at a later stage in their school years.</p>	<p>for the EYFS/Year 1 children, delivered by a Balance-ability instructor and TA's .</p>					
<p>The profile of PE and sport continues to be raised across the school as a tool for whole school improvement</p>	<p>Increase in children led organised physical activity</p>	<p>Maintain a Sports Council who will run a range of physically active challenges at break times which will be celebrated in assemblies</p>	<p>£535</p>		<p>Participation in Sport Council Challenges/ Class Running Challenges impacts on over 85% of pupils</p> <p>Evidenced through certificates/Leaderboards and newsletters</p>		

<p>Increase the confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Rotate team teaching across all federated schools</p>	<p>More engaging PE lessons and after school clubs</p>	<p>PE co-ordinator continues to work alongside staff in delivering PE and provide PE CPD during staff INSETs</p>	<p>£4000</p>		<p>PE planning and INSET records</p>	<p>Pupils continue to benefit from teachers' up to date PE subject knowledge and increased confidence in delivery</p>	
<p>Broader experience of a range of sports and activities offered to all pupils- Develop on-site orienteering for Key Stage 2 children</p> <p>Developing problem solving skills, team work, resilience, communication skills, endurance – in an outdoor learning context.</p>	<p>Children will have a greater choice of opportunities for physical activity</p>	<p>Orienteering Course established on school site. Sessions led by a trained Outdoor Specialist during the Spring Term 2018</p> <p>Staff members to run lunchtime and after school clubs</p>	<p>£3000</p>		<p>Participation in outside activity and learning by all Key Stage 2 children- Developing problem solving skills, team work, resilience, communication skills, endurance – in an outdoor learning context.</p> <p>Evidenced photos, newsletters- Active Learning Display Boards.</p>		

<p>Develop participation in competitive/ non competitive sport within the federation and SDPP (South Devon Primary Partnership) group of schools as a result of the demise of Local Learning Community Sporting Opportunities.</p>	<p>Children will develop confidence in competitive sport</p> <p>Children in both KS1 and KS2 have had opportunities to compete in a range of competitive sporting events throughout the year</p>	<p>We will be able to continue to enter teams for inter school competitions, tournaments and festivals within the federation and further afield.</p> <p>Annual sports day for athletics competition.</p>	<p>£3000</p>		<p>Opportunities for the participation in inter-school sporting events given to all pupils from Year 1-Year 6</p> <p>Evidenced through records of participating children, Sports Council and Sports boards / newsletters.</p>		
--	--	--	--------------	--	---	--	--

<p>Forest School Provision</p> <p>Continue to provide Outdoor Physical Learning Opportunities</p>	<p>All children have the opportunity to be led in outside learning by a skilled Forest School. To</p>	<p>A progression of skills will be developed in all children- from EYFS to year 6 as the children build on their previous</p>	<p>£13,500</p>		<p>Active Learning Opportunities in the Outside Environment ensures that children are able to apply skills,</p>		
--	---	---	----------------	--	---	--	--

<p>through Forest School Activities for all children through weekly sessions for Foundation Stage children and half termly sessions for each year group over the year.</p>	<p>develop problem solving skills, team work, learn about the environment, make decisions about keeping themselves safe. Learn to handle and use tools safely and correctly</p>	<p>experiences and learning in Forest School</p>			<p>knowledge and understanding in a variety of outdoor contexts. Children understand how to keep themselves safe in the Outdoor Environment and are able to contribute to land management/ maintaining the environment for others to enjoy.</p>		
--	---	--	--	--	---	--	--

Completed by: Paul Jacobson – PE co-ordinator

Date : July 2018

Review Date: July 2019