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# Sports Premium Statement 2018/19



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:
<ul style="list-style-type: none"> <li>• <i>Subscribed to GSSN for the first time, and have participated in a range of events this academic year.</i></li> <li>• <i>Dance Club</i></li> <li>• <i>Dance Festival x 2</i></li> <li>• <i>Annual in-house multi-skills event supported by Year 5 children</i></li> <li>• <i>Tennis coaching for Y2 PE lessons</i></li> <li>• <i>Multi-Skills after school club for each year group run by Superstars</i></li> <li>• <i>Daily Mile</i></li> <li>• <i>Cosmic yoga regularly used in Reception</i></li> <li>• <i>Forest School is part of the scheduled learning for all year groups</i></li> <li>• <i>Skipping workshop for children by Dan the Skipping Man</i></li> <li>• <i>CPD skipping training for Midday-Supervisors</i></li> <li>• <i>Feron Seyers (Team GB athlete) visited for a sporting fundraising event</i></li> <li>• <i>Superstars have taught PE lessons as part of CPD for staff</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Continue to encourage participation from children across the school in as many sporting activities as possible</i></li> <li>• <i>Continue to encourage children to be active at lunchtimes through Positive Playtimes</i></li> <li>• <i>Increase inter-school participation in locally-organised events.</i></li> <li>• <i>Encourage use of Key Steps Gymnastics coaching in school</i></li> <li>• <i>Re-brand the Daily Mile as Fit15 and find ways to encourage whole school participation</i></li> <li>• <i>Book additional coaching for school in a variety of sports/activities: eg, Yoga, Skipping, badminton, tennis, multi-skills</i></li> <li>• <i>Promote the links between CPMIS and CPMJS</i></li> <li>• <i>Look into possibility of introducing swimming lessons for Year 2.</i></li> <li>• <i>Continue to provide after school clubs in a range of sports</i></li> <li>• <i>Provide opportunities for staff CPD in sports teaching</i></li> </ul>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school.</p>	<p>%</p>

<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>%</p>
<p>Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	<p>Yes/No</p>

## 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.

<b>Academic Year:</b> 2018/19		<b>Total fund allocated:</b> £16,0090 <b>Balance brought forward:</b> £14,093 <b>Total:</b> £30,093		<b>Date Updated:</b> 15 <sup>th</sup> July 2019	
<b>Key indicator 1:</b> 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: %
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
To increase the number of children who enjoy doing the Daily Mile/Fit 15 and encourage active participation in this daily activity.	Monitor the participation in the Daily Mile by each class.  Ensure all children understand why they are being encouraged to do the Daily Mile.	0	The Daily Mile is a regular feature of the day in each class for 15 minutes. On the days when PE takes place, there is not always time for the Daily Mile as well or it will form part of the warm up.  At the start of the year 74% (124 children) reported enjoyed doing the mile. By the end of the year, 132 children (79%) reported that they enjoyed doing the mile.  Some quotes from children include:  <i>"I like doing it because it makes me healthy."</i>  <i>"I like it because it keeps me fit."</i>	Whole school assembly in early autumn term to raise the profile of the Daily Mile/Fit15 amongst staff and children so that they all realise the value of it and participate with enjoyment.  Consider changing the name to Fit 15 as is more child-friendly.  Look for ways for children to improve their ability so that they can run an greater distance by the end of the year or increase their pace.  Consider ways to celebrate the success of children who show personal improvement and positive attitude towards the	

			<p><i>"It makes me happy when I run."</i></p> <p><i>"I feel good inside."</i></p>	<p>Daily Mile.</p> <p>Consider ways to link mental health and well-being to the Daily Mile.</p>
<p>To improve the provision for activities at lunchtimes in line with the 5 Ways to Wellbeing through Positive Playtimes.</p>	<p>Positive Playtimes training to be delivered to Midday Supervisors in Autumn 2018.</p> <p>Whole school assembly about Positive Playtimes.</p>	0	<p>Positive Playtimes training was delivered to Midday Supervisors in Autumn 2018.</p> <p>Staff report that there are fewer behaviour issues at lunchtimes when a wider range of equipment is put out for the children to use.</p> <p>There have been some issues with the way that some children look after the equipment and some items are now unfit for purpose and require replacing.</p>	<p>Assemblies each term to remind children about Positive Playtimes, the zones and the rules, including looking after the equipment.</p> <p>Re-introduce and train Playground Pals from Y2.</p> <p>Re-train lunchtime supervisors so that they are confident in their role and that they encourage the participation of all children. Establish a routine for tidying up at the end of lunchtimes.</p> <p>Ensure that resources for each zone are put out each day.</p> <p>Consider how to provide Positive Playtimes when the weather is not so good or when there are less lunchtime staff available.</p> <p>Involve Class Councils in reviewing the success of Positive Playtimes and raising any issues or suggestions for</p>

				improvements.
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				%
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To recognise the value of involvement in Sport by celebrating successes and participation in different sporting events.	Children and staff to have their sporting successes celebrated in Monday assemblies.  Sporting achievement and participation in sporting event will be celebrated and publicised through Class DoJo, the school newsletter and the website.  Sporting heroes display will contain recent photographs of staff and children who have participated in a sporting event.	0	Many children have enjoyed bringing in their sporting certificates, medals and trophies to show in assembly. This highlights the range of sports available and encourages others to participate.	Continue to celebrate in assemblies the success and participation in sporting activities.  School newspaper to include sporting news.  Explore sports clothing for staff and children to wear when attending sports events.
The Federation Well-Being Key Area Team to monitor PE provision to include planning, observations, pupil voice and questionnaires.	Arrange 3 days for KAT monitoring; liaise with the Junior School.	£441 supply costs	Monitoring has been carried out and PE has been observed in all year groups. The children are always engaged and show a great enjoyment towards sporting events.	Look at the planning, teaching and assessing of gymnastics with a view to participating in the GSSN Key Steps Gymnastic competition next academic year.
Attend 2 x CPD days organised through GSSN.	GSSN CPD in September and July are booked.	£294 supply costs	Ideas and initiatives have been discussed and some are being and will be implemented in school. Contacts have been made and networking with other schools has been possible.	Consider introducing Active 30 initiative and re-branding and launching the Daily Mile.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To improve the confidence and skills of the Midday Supervisors so that they can teach and promote skipping at lunchtimes.	Arrange skipping training course for Midday Supervisors.	(within the £400 stated in Key Indicator 4).	Midday Supervisors participated in a skipping workshop (May 2019). Staff have observed the MDS' encouraging more children to skip at lunchtimes and show more confidence in organising and running this.	For Midday Supervisors to continue to provide opportunities for skipping next academic year and that they have the appropriate resources.
To develop greater confidence amongst teachers when delivering games, athletics, gymnastics, multi-skills and tennis lessons.	<p>Arrange for Superstars to provide a skilled coach to teach alongside Year 1 and Year 2 teachers for games, athletics and gymnastics.</p> <p>Arrange for Tim Knibbs from GSSN to teach multi-skills lessons to Reception and Year 1 for staff to observe and learn from.</p> <p>Arrange for Cheryl Stennet (GSSN) to deliver quality gymnastic lessons for Y1 and Y2 to observe.</p>	£1,257.49 (Superstars)	<p>The Superstars coach taught games, athletics and gymnastics to Year 1 and 2 throughout the year alongside the class teachers. This enabled the teachers to observe their class, support appropriately, learn from the sports coach and develop greater confidence to deliver lessons in future using the skills and ideas they observed.</p> <p>Evidence of the skills that Tim Knibbs taught were seen being used during PE lesson observations. Teachers have reported that they feel more confident at teaching multi-skills now and have a more extensive bank of ideas to draw upon.</p> <p>Parts of Cheryl's lessons were filmed and the staff used the skills, ideas and techniques when</p>	<p>Superstars will not be used next academic year, allowing the teachers to demonstrate the skills and confidence they have learnt over this past year to teach PE themselves.</p> <p>Consider booking Tim Knibbs from GSSN for future PE sessions for staff that are new to Rec, Y1 and 2 next year.</p>

			teaching gymnastics for themselves.	
To increase the confidence of staff to plan and deliver a tennis unit of work. Pupils to engage in a higher level of tennis delivered by a community coach.	To arrange for a tennis coach to deliver quality tennis lessons for Year 2 children. Ensure that the teachers are present to upskill them which will result in them being confident to deliver tennis for themselves in future.	£279	A tennis coach from Oxstalls Tennis Centre visited the School to provide a series of tennis lessons for the Year 2 children and their teachers. Teachers reported that they are more confident and knowledgeable to delivering tennis lessons. The coach was able to provide additional training for those who showed particular skill in this sport and eight of these were invited to attend an inter-schools tennis on 16 <sup>th</sup> July 2019.	Continue to provide tennis coaching from a specialist next year as the Year 2 staff will be new and have not had training previously.  Look for tennis clubs that parents might be interested in sending their children to if they have enjoyed their tennis sessions in school.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				%
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
To develop skipping skills amongst all children.	Arrange for Dan The Skipping Man to come in to demonstrate skipping and then then run a day of workshops for all children.  Skipping to be taught for PE for some of the summer term sessions across all year groups.	£400	Skipping workshops were delivered to each year group (and training for MDS). At lunchtimes and playtimes, there are a greater number of children skipping either individually or using the large rope to skip as a group. There is a sense of enjoyment and enthusiastic towards skipping across the school resulting in clear improvement in levels of confidence, social skills and agility/stamina for pupils.	Repeat earlier in the year next year to maintain fitness and enthusiasm.

<p>To encourage children to participate in intra-school activities to help support fitness.</p>	<p>Organise and implement sporting activities during Activities Week in May.</p>	<p>£0</p>	<p>All children took part in various sporting events during Activities Week which included a skipping workshop by Dan the Skipping Man, in-house multi-skills co-led by the Year 5 children, Sports Day and daily yoga or Go Noodle sessions.</p>	<p>Continue to plan sporting activities for next year's Activities Week. Consider asking Class Councils to think of ideas.</p>
<p>To increase the number of children who participate in Forest School sessions.</p>	<p>Make a plan for each class to participate in FS sessions during the year.</p>	<p>£0</p>	<p>Forest School sessions introduced throughout the year for all FS/KS1 classes with very positive feedback from pupils and parents/carers</p>	<p>Plans currently being made for sessions to be continued 19/20 academic year for R-Y2and with a clear planned development of skills for each year group making curriculum links wherever possible.</p> <p>The development of a 'wild' area at the Infant School to be considered for developing into a smaller scale Forest School site. This will allow for FS sessions to take place when it is not possible to use the junior FS site.</p> <p>The FS lead will audit and purchase additional resources as required.</p>
<p>To improve fitness, stamina and motivation through a range of activities.</p>	<p>Arrange for an athlete to visit the school for a sporting fundraising event which will inspire and motivate them.</p>	<p>£0</p>	<p>Team GB long jump athlete, Feron Seyers visited the School in March to demonstrate the long jump, give a motivational assembly about his career and for the children to try out a variety of</p>	<p>Look for another athlete to visit, who will inspire and motivate the children next year as we have a focus on the Tokyo Olympics.</p>

			activities in their classes with him to teach them. The children showed excitement and interest in his visit, and they could be heard talking in awe and amazement about what he was able to achieve.	
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				%
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
To increase the number of children who participate in competitive sports.	For the School to subscribe to GSSN (Gloucester School Sports Network) which will open up opportunities for competitive sporting events amongst each year group.	Affiliation to GSSN £1675  £480 on coach travel.  Supply costs to cover staff attending events £250	This year, the School has sent children from different year groups and abilities to the following events provided by GSSN: <ul style="list-style-type: none"> <li>• Primary Cross Country Championships</li> <li>• Primary Schools' Athletics Championship</li> <li>• Change4Life Festival</li> <li>• Quadkids</li> <li>• Easter Dance Festival</li> <li>• Easter Fundamental Festival (Rec &amp; Y1)</li> <li>• Summer Multi-Skills Festival (Y2)</li> </ul> <p>In addition, some children have attended the Dance Festival at the Everyman Theatre in Cheltenham in Spring 2019.</p>	To increase the number of GSSN events that the children attend.  For more SEND children to participate in competitive sports events.  To participate in the Primary Schools' Swimming Gala that was postponed this year.

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