



Evidencing the Impact of the Primary PE and Sport Premium
2018-2019

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they

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"> ● The school achieved Silver School Games (in the previous year the school achieved Bronze). ● The engagement of all pupils in regular physical activity <ul style="list-style-type: none"> ○ Improvements in lunchtime provision during the Summer Term; ● The profile of PE and sport is raised across the school as a tool for whole-school improvement <ul style="list-style-type: none"> ○ PE is recognised as a key subject within the curriculum; ○ School Sport is regularly celebrated around the school in displays and within Celebration Worship ● Increased confidence, knowledge and skills of all staff in teaching PE and sport <ul style="list-style-type: none"> ○ Staff CPD was on going throughout the academic year; ● Broader experience of a range of sports and activities offered to all pupils <ul style="list-style-type: none"> ○ Sustained a broad curricular and extracurricular offer. ● Increased participation in competitive sport <ul style="list-style-type: none"> ○ Devon School Games Silver in Cross Country; ○ Devon School Games Bronze in Tennis; ○ Winners of several East Devon Finals. 	<ul style="list-style-type: none"> ● The engagement of all pupils in regular physical activity <ul style="list-style-type: none"> ○ Sustained improvement in lunchtime provision during the Summer Term; ○ Classes engaging a regular physical activity and personal challenges during the day; ○ Ensuring FunFit is delivered throughout the year so that pupils can access this support when needed. ● The profile of PE and sport is raised across the school as a tool for whole-school improvement <ul style="list-style-type: none"> ○ Enuring at all classes deliver a minimum of 2 hours PE so that there is a consistency across the school. ● Increased confidence, knowledge and skills of all staff in teaching PE and sport <ul style="list-style-type: none"> ○ Closer monitoring of the impact of CPD on confidence, knowledge and skills, including observations. ● Broader experience of a range of sports and activities offered to all pupils <ul style="list-style-type: none"> ○ Redevelopment of the curriculum to ensure that there is a balance between the different elements of PE (for example striking and fielding, dance, gymnastics, etc). ● Increased participation in competitive sport

	<ul style="list-style-type: none"> ○ Alongside competitive success there is a need to ensure that pupils who are less active are encouraged to participate. Hence closer monitoring of those who are engaged and a response to those who are not engaged.
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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>N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.</p>	100%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	100%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<p>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?</p>	Yes

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: 2018/19	Total fund allocated: £16000	Date Updated: October 2019		
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: 6.3%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>1. Pupils are able to articulate/describe healthy lifestyle choices and the impact on their health and wellbeing. Pupils are able to specifically comment on the role of sugar in terms of health. This reasoning is underpinned by scientific understanding.</p> <p>2. Pupils make healthy lifestyle choices inside and outside of school. These choices are supported by parents who have engaged in the Healthy Eating agenda.</p> <p>3. Teachers to model healthy and active choices, including celebrating when teachers are active.</p> <p>4. Pupils are regularly active, including active in high intensity activities, rather than having spikes and lulls in their activity levels. This includes, but is not limited to, increased activity within lessons.</p>	<p>Staff training and parental engagement in relation to our health focus - sugar. This focus is supported by Dr Bond from the University of Exeter, Children's Health and Exercise Centre.</p> <p>Pupils regularly participate in high intensity DPA alongside PE lessons in order to promote healthy lifestyle.</p> <p>Development of Lunchtime MTA staff, including MTA leaders, to develop promote regular physical activity throughout the academic year.</p> <p>Embedding and then revisiting and sustaining the role of Young Sport Leaders to drive forward the healthy active lifestyle agenda.</p> <p>Further actions to be added following fact-finding visit to Bovey Tracey (high quality lunchtime provision)</p>	£1000	<p>Children have been seen to be making healthier choices when bringing in snacks for break time. Healthy eating policy has been respected by most parents. During discussions children have spoken about their knowledge of eating healthy and the importance this has.</p> <p>2. Children have become used to completing the 4 minute run with more ease. Children look forward and give their best in these sessions. There has been an increase in children attending after school sports clubs including Budleigh Blazers running club. Parents have supported sports event helping to escort and supervise the children at events.</p> <p>3. Children have been inspired to try new activities and attend clubs. Teachers have modelled wearing correct PE kit and shown support for the subject which has rubbed off on the students e.g. sports day.</p>	<p>1. Continue to push this message to parents children and staff.</p> <p>2. Continue with the daily exercise sessions. Continue to support healthy lifestyle choices through highlighting participation in celebration assembly.</p> <p>3. Teachers to run clubs based on their interests. Celebrate the achievements of teachers in sporting or active activities by telling the school community about them.</p>

	<p>Pupils to be given the opportunity to take part in more (more than 2017/2018) Level 1 (inter and intra school) mass participation events, e.g. Cross Country, in which taking part is celebrated.</p> <p>Pupils participate in PSHCE, Science and PE linked lessons, including Healthy Lifestyle Week to develop a connected understanding of physical activity, health and wellbeing.</p> <p>Within the learning there is a clear understanding of the impact of sugar on health.</p> <p>Regular celebration of healthy and active lifestyles across the school (i.e. within classes, during lunchtime and Worship.)</p>		<p>4. New play equipment has helped to get children active at luc and break times. PE CPD has enhanced the teaching and quality of PE in the school. Teachers identified as requiring support in the delivery of PE have been targeted for time with PE specialist and have said that this has been helpful.</p>	
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p> <p>3.1%</p>
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>1. Pupils are active within their learning and use PE as a tool for improvement across the curriculum (not just in Numeracy). Pupils are all engaged and enjoy their learning.</p> <p>2. Pupils express links between being active and successful learning. This successful learning leads to improved academic outcomes.</p>	<p>Ongoing development of engaging playful learning opportunities across the curriculum.</p> <p>Development of lunchtime provision results in fewer after lunch 'problems' impacting negatively on learning. Indeed, pupils return in a positive mind and make good progress in the afternoon.</p>	<p>£500</p>	<p>1. New topic based curriculum has seen children more active within lessons. EG - Children working as bees to pollinate in year 4 and children acting out battles between Vikings and Britians in year 5. Enjoyment within PE lessons is good with almost all children asked stating that they enjoy PE lessons and find them challenging.</p> <p>2. Most children seem engaged in a positive way at lunch time. Those that wish are enjoying participating in activities such as bench ball or even</p>	<p>1. Continued development of new curriculum with teachers encouraged to build in physical activity into lessons.</p> <p>2. Continued investment in equipment for lunch time activities. Potentially time set aside in PE lessons to teach children games that they can play.</p>

			just playing with the bats and balls or skipping ropes provided. The amount of children in time out has decreased possibly as a result of this	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				75%

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>1. Improved teacher subject knowledge leads to pupils accessing high quality PE teaching and make a good or better level of progress.</p> <p>This specific refers to the new age groups which teachers will be teaching during the 2018/2019 academic year.</p> <p>This will lead to consistently good or better than good pupil progress across all phases.</p> <p>2. A greater proportion of pupils meet PD expectations in Foundation.</p> <p>3. Pupils with additional needs/G&T are supported and make good or better than good progress.</p>	<p>PE Specialist Consultant to deliver bespoke CPD. Increased from one day now two days a week.</p> <p>Review and development of KS2 curriculum (building upon earlier work in Foundation and KS1)</p> <p>PE Specialist Consultant to help develop provision for those with additional needs/G&T.</p> <p>Teachers to have release time for planning and reflection. Designated PE resource area in the staffroom for teachers to use.</p> <p>Monitoring and evaluation of impact.</p> <p>Access to South Dartmoor resources</p>	<p>£12000</p>	<p>Children have made good progress in PE lessons supported by PE specialist, more engagement and enjoyment. This was evident in year 5 who as a cohort really impressed during sports day. They have been working with the PE specialist this term.</p> <p>Staff have said that they have enjoyed working with the PE consultant and it has improved their knowledge of how to teach a high quality PE lesson. This has been seen through discussions around feedback after sessions have been delivered.</p> <p>2.75% of children passed the PD moving and handling section of the EYFS with 18% achieving exceeding. 7% were classed as emerging in this area.</p>	<p>1. Continued support from the PE consultant for teachers identified as needing extra support.</p> <p>2. PE consultant to continue working with Foundation unit next year.</p> <p>3. More chance for the PE subject leader to be released in order to observe lessons being taught throughout the school.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				3.1%

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
	<p>Pupils to take part in Level 1 and Level 2 Bikeability (refer also to kick starting</p>		<p>Children have been seen to use their bikes as a mode of transport to and from</p>	

<p>1. Pupil engagement with clubs and festivals and competitions increases within each Year group.</p> <p>2. Refer to below points contained within: The growth in the range of provisional and alternative sporting activities;</p>	<p>healthy active lifestyles). Bicycle use as a mode of transport is at least sustained.</p> <p>All upper KS2 pupils take part in OAA watersports in order to develop broader experience in tune with our local context. Some pupils follow us/sustain their engagement in these broader activities.</p> <p>Ensure that all pupils in Year 5 (primary focus) and Year 6 (catchup) access Bikeability.</p> <p>Ensure that pupils in Lower KS2 can access Learn to Ride Training.</p> <p>Development of lunchtime provision (see engagement of all pupils in regular physical activity).</p> <p>All upper KS2 pupils take part in OAA watersports.</p> <p>Inclusive Tennis to be sustained as an example of a broader provision. Internal and external CPD opportunities to be offered to staff to broaden their teaching e.g. handball.</p> <p>Introduce golf as a new club to add another activity to range of sports available.</p> <p>Explore the potential and the deliver (possibly with external support) some of those clubs mentioned by pupils who are currently e.g. archery, dance</p>	<p>£500</p>	<p>school more often. Children have participated and done well at go ride cycle event. Children have enjoyed scooter treat day.</p> <p>3. School has been well represented in local festivals including SEN specific festivals. Attendance at after school sports club on a Wednesday and Thursday evening has often been over 20 children for both upper and lower KS2. Children have also enjoyed the opportunity to take part in other sporting activities, golf club proved popular in the autumn term and benchbal and archery l at sports day were also successful. Year 3 have enjoyed the opportunity to do some specialist cricket training during school time.</p>	<p>Continue to run bikeability sessions for KS2. Perhaps repeat scooter treat day next year.</p> <p>2. Ask children what activities they would like to have a go at in school time and act on this for next year.</p> <p>3. Continue to be a part of the local community sporting groups and participate in competitions and festivals.</p>
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Additional achievements:				
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 12.5%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>1.Pupils are offered competition pathways to represent St Peter’s CoE Primary School at EALC events and East Devon Events.</p> <p>2.Pupils know how to find out about further competitive and development opportunities i.e. local clubs, courses etc.</p> <p>Pupils are offered access to development opportunities (festivals, SEND/PPG events) and develop their skills when representing St Peter’s CoE Primary School at EALC events.</p>	<p>Attend EALC meetings.</p> <p>Attend EALC Sport Events (including specific events for SEND and PPG pupils).</p> <p>All events are well organised, risk managed and well resourced.</p> <p>Regular communication with EALC and East Devon.</p> <p>Development of a platform/place to which pupils and parents can refer for signposting to further opportunities.</p> <p>L1 competition/trials to develop teams.</p> <p>Further interschool mass participation events (see The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles) in order to increase participation</p>	<p>£2000</p>	<p>1.Children have competed in the local exmouth area team competitions progressing to the devon finals in X country and Mini Red Tennis. Pupils chosen to represent the school have been those who have attended and supported after school clubs for that activity.</p> <p>2.Pupils are given information about how to get involved in clubs outside school through fliers, emails and verbally by teachers. An example of this is Exe hockey club who saw an increase in children from our school who attended a session.</p> <p>The school has been well represented at a wide range of sporting festivals both competitive, non competitive and SEN.</p>	<p>Ensure entry into as many sporting events as possible. Give children prior warning about the events and allow them to put their name forward to participate and represent the school?</p>