



Sports Premium Funding Report

2018/2019



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: |
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| <ul style="list-style-type: none"> All children have 2 hours of timetabled PE per week. 100% of children being able to competently swim in 2019. CPD programme with external provider is having a positive impact on the quality and enjoyment of PE within the school. Improved staff confidence and skill in the planning and delivering of high quality PE lessons. 53% of pupils participate in 1 additional hour of physical activity beyond the school day. 20% of pupils participate in 2 hours additional physical activity beyond the school day. 100% of KS1 children will compete in at least one sporting event by the end of the year. 100% of KS2 pupils will compete in at least one sporting event by the end of the year. 8% of KS1 pupils have attended a programme of enrichment for Gifted and Talented pupils. 14% of KS2 pupils have attended a programme of enrichment for Gifted and Talented pupils. Children identified as 'Least Active' within the school have attended weekly active sessions. The percentage of children identified as being obese through the height and weight measurement programme in Year 6 is below both National and Devon averages. Children's have a positive attitude to sports and physical activity with... Increased physical activity during lessons. Introduction of KS1 Active Playtime. Training of lunchtime play leaders has led to fewer incidents at lunchtimes and greater exposure skills development across Key Stage 1 and 2. Pupils have accessed a range of inter- and intra-school competitions and events: <ul style="list-style-type: none"> KS2 Quadkids Athletics Competition KS1 Athletics Competition KS2 Netball Matches KS2 TAG Rugby Competitions KS2 Exeter Primary Football League KS2 Girls Football KS1 and 2 Night and weekend runs Exe Valley Challenge | <ul style="list-style-type: none"> All children to be active for at least 30 minutes a day. Children to have increased opportunities for inter and intra-school competitions. Increase KS1 participation in inter-school competitions. Improve standards of skill in gymnastics and invasion games across the school. Continue to develop confidence of teaching across both Key Stages through partnership with experienced external provider. Develop opportunities for paired teaching. Develop a system of assessment to improve quality of both teaching and learning. Audit of PE resources and equipment and a plan for replacement and improvement in provision where needed. Improve and build a database of resources for planning and delivery of high quality PE. Ensure 100% of children continue to reach National Expectation for swimming at KS2. Introduce the teaching of swimming rescue skills to upper KS2 pupils. Improve the attainment of pupils in PE at all levels. Increase enjoyment of PE. Raise profile of PE and sporting achievements within the school. Improve the health and well-being of pupils across the school. Increase opportunities for active learning across the curriculum. Introduce structures play zones for lunch times. |

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| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below: |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your children may swim in another year please report on their attainment on leaving primary school. | 100% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 100% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 100% |
| 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 – <i>some funding has been put toward the Swimming Gala</i> |

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: £17,780 | Date Updated: 21.05.2019 | |
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| 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: |
| | | | | 31% |
| School focus with clarity on intended impact on pupils : | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <ul style="list-style-type: none"> Continue to provide children with early morning activity (Wake Up, Shake Up) to encourage more pupils to arrive earlier at school and improve focus within lessons. Development of play leaders to increase children's activity at lunch time and reduce incident rate. | <ul style="list-style-type: none"> Identify appropriate staff member (SW). Raise profile of activity. Choose active playtime leaders to run a variety of activities across KS1 and KS2 playgrounds Train leaders in a variety of skill based activities – training externally and with sports coach. Audit of lunchtime resources and purchase of further lunchtime equipment. Development of playground storage to aid organisation and longevity of equipment. | <p>£200 – extra hours worked.</p> <p>£100 – play leader training, allocated to train for further years.</p> <p>£500 – playground equipment.</p> <p>£100 – playground storage.</p> <p>£1000 –TBC developing and renewing old playground equipment – wooden trail.</p> | <ul style="list-style-type: none"> 55+ pupils regularly take part in Wake Up, Shake Up session. Positive impact on children's focus and attainment on Friday mornings. Reduced incident rate at lunchtime – more positive lunchtimes. Increased opportunity for skills based activities. Increased opportunity for 'personal challenges'. Increased collaboration between children from different year groups. | <ul style="list-style-type: none"> TA to work with another member of staff to ensure session can be run regularly. Increase participation of SEND children. Develop a range of early morning activity throughout the week, such as Daily Mile. Continued discussions with MTAs and play leaders to improve organisation of a variety of activities – playground zones. Increased opportunities for play leader and MTA training. Long term structure to be built in for the training and appointment of new play leaders using resources and skills learnt at training sessions. |

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| <ul style="list-style-type: none"> Increased participation of after school sporting clubs. | <ul style="list-style-type: none"> Development with PTA of after school running club. Recruit volunteers from school staff and parent helpers to marshal running club. Increase opportunities for running outside of school. | £300 – extra curricular | <ul style="list-style-type: none"> 80+ children from KS1 and KS2 attending running club per week. Huge increase in the number of children participating in extra-curricular sporting activity. 20+ children have taken part night runs or weekend runs with running club. Increased number of teams competing in Exe Valley Challenge. | <ul style="list-style-type: none"> Continue to develop relationship with PTA and staff as running club continues to grow. Increase number of staff supporting running club. Raise profile of achievements within running club. |
| <ul style="list-style-type: none"> Ensure all children are undertaking at least 30 minutes per day of additional activity within classroom time. | <ul style="list-style-type: none"> All teachers to complete Active diaries to produce heat maps of activity throughout the day. Introduction to staff of resources to increase activity within class – go noodle, yoga, Active Maths Introduction of Active Play in KS1 afternoon sessions. | <p>£1,600 – TBC to introduce schemes for active learning.</p> <p>£200 – TBC to provide PP children with PE kits.</p> | <ul style="list-style-type: none"> Classes have shown an increase in activity during lessons. Increased focus and attainment in KS1 afternoon sessions. Increased attainment and conceptual understanding within mathematics – this is still in the trial stages and therefore will continue as a next step. | <ul style="list-style-type: none"> Invest in more schemes to increase active learning. Staff CPD and training for active learning and use of resources – to be organised for 2019/2020. Identify families in need of support to provide PP children with PE kits. |
| <ul style="list-style-type: none"> Increased opportunities for children at all levels to participate in regular sporting activities. | <ul style="list-style-type: none"> Work with teachers and external sports coach to identify ‘Least Active’ children across both Key Stages. External provider to run enrichment programme targeting ‘Least Active’ Continued collaboration with Bikeability across KS1 and KS2 to build pupils’ proficiency in cycling. Encouraging children to walk/cycle/scooter to school. Eg. Bike Week – encouraging families to take part. | £1600 – towards sports coach salary | <ul style="list-style-type: none"> 100% of ‘Least Active’ children now complete minimum 30 minutes of extra activity weekly. Increased confidence in PE sessions. Increased participation in school events such as sports day and Exe Valley Challenge. Increased number of children walking and cycling to school. | <ul style="list-style-type: none"> Increase number of ‘Least Active’ pupils participating in inter-school competitions. |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
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| | | | | 5% |
| School focus with clarity on intended impact on pupils : | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <ul style="list-style-type: none"> • Increase celebration of pupils' achievements in sports through whole school assembly. | <ul style="list-style-type: none"> ○ Nathan Keast to award 4 certificates for sporting achievements linked to children he has been working with. ○ Celebration of children's attendance and results of inter- and intra- school competitions. ○ Opportunities for children to share sporting successes from outside of school in Achievers' assembly. ○ Opportunities to celebrate achievements of children participating in running club. | N/A | <ul style="list-style-type: none"> ○ Increased confidence of pupils taking part in sporting activities. ○ More pupils attending after school clubs in the community. ○ Higher performance levels across PE. ○ Increased participation across KS1 and KS2 in running club. | <ul style="list-style-type: none"> ○ Continue to raise profile – making links to different local sporting heroes and personalities. |
| <ul style="list-style-type: none"> • Increase celebration of pupils' achievements in sports across wider school community. | <ul style="list-style-type: none"> ○ Purchase of new noticeboard dedicated to sports. ○ Use of noticeboard to display matches and results as well as sporting achievements. | £400 – Noticeboard | <ul style="list-style-type: none"> ○ More conversation within community, parents and children surrounding sporting achievements. ○ Pupils have shown increased confidence in PE. | <ul style="list-style-type: none"> ○ Allocate time for regular updating of sports board. ○ Increase celebration around a variety of sports and activities. |
| <ul style="list-style-type: none"> • Increase opportunities for collaboration in sporting events across the school to celebrate each other's successes. | <ul style="list-style-type: none"> ○ Introduction of whole school Sports Day – Katrena Whitehead supporting. | £200 – staffing costs and equipment | <ul style="list-style-type: none"> ○ Children are able to all compete in running races and other activities. ○ Combining KS1 and KS2 sports day has allowed children to celebrate with their families. ○ Increased parent attendance. | <ul style="list-style-type: none"> ○ Continue to develop a range of events to allow children across the school to compete alongside one another. |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
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| | | | | 24% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <ul style="list-style-type: none"> Continued focus on up-skilling staff through collaboration with other teachers and external providers. This improves the quality of teaching and therefore the progress and achievement of pupils. | <ul style="list-style-type: none"> Sports coach employed by the school in order to improve the quality of PE teaching in the school. School coach to model high-quality teaching, team teach with teacher and then observe teacher, giving feedback on lesson. Subject leader to attend annual PE conference and feedback to staff within staff meetings. | <p>£4000 – sports coach salary</p> <p>£200 – supply and course costs.</p> | <ul style="list-style-type: none"> Teachers and TAs show better subject knowledge and are confident to take a more active role in lunchtime and after school clubs. Increased number of teacher run after-school clubs. Increased confidence for subject leader with both leadership and knowledge of the curriculum and how to apply it – this has allowed detailed conversations with other staff members. Sports coach giving feedback to staff about teaching ensuring a focus on high-quality teaching and knowledge of skills-based activities. Subsequently, students skills and knowledge have increased significantly leading to higher attainment across a range of sports by the end of KS2. Pupils enjoyment of PE has increased. Pupils are confident and willing to try new sports and activities due to the confidence of the staff. | <ul style="list-style-type: none"> Build opportunities to work with River Exe Learning Partnership to build CPD opportunities. Subject Leader to work with Nathan Keast to support subject leader in building observations for PE for when he is no longer able to work at the school. Arrange team teaching with other classes. Subject leader to identify any staff still needing further support and provide appropriate CPD. Further CPD identified: gymnastics, active learning within classrooms, invasion games, swimming (KS2). Training for MTAs to build confidence at playtimes. |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
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| | | | | 28% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <ul style="list-style-type: none"> School to continue to offer a wide range of activities within the curriculum and allocated PE time. Focusing on Least Active children and Gifted and Talented. | <ul style="list-style-type: none"> Continued CPD with sports coach to upskill teachers across a range of new sports and activities. Enrichment programmes run by sports coach for Least Active children and Gifted and Talented. Invest in better quality equipment for indoor activities – mats, wall equipment and hall ICT equipment. Increased opportunities for trips that allow children to participate in active learning – with links to topics. | <p>£1000 – develop playground and sporting equipment.</p> <p>£2000 – develop hall equipment.</p> | <ul style="list-style-type: none"> Pupils show a greater enjoyment of PE. Pupils have a higher attainment in PE and skills based activities. Improved behaviour. Fewer instances of pupils not bringing kit to school and as a result progress and attainment in curriculum PE is good. Higher attainment in indoor PE such as dance and gymnastics through the use of modelling and technology. | <ul style="list-style-type: none"> Increase opportunities for intra-school competitions in a range of activities. |
| <ul style="list-style-type: none"> School to offer a wider range of activities outside of PE time such as after school and at lunch times. | <ul style="list-style-type: none"> Extend extra-curricular clubs that the school offers. Questionnaire to children to find out what clubs would be of interest. Analysis of Active Lives Survey to compare participation in extra-curricular activities. | <p>£2000 – outside agencies providing extra-curricular sporting clubs</p> | <ul style="list-style-type: none"> More staff involved in extra-curricular activities and feel more confident in their delivery. New clubs – taiko drumming, running club, netball, lunch time girls football. | <ul style="list-style-type: none"> Increased opportunity for competitive sport in a range of different activities. Hold meetings with RELP to build opportunities for the above. |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
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| | | | | 5% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <ul style="list-style-type: none"> Increased opportunity for participation in inter-school competitions. | <ul style="list-style-type: none"> Arrange competitions at St Luke's Sport and Science College. Initiate inter-school competitions within River Exeter Learning Partnership. | £1000 – transport, staffing and involvement in sporting competitions. | <ul style="list-style-type: none"> Larger percentage of children taking part in inter-school competitions. Increased number of pupils from ethnic minorities and PP competing in sporting competitions. Opportunity to compete in the following: <ul style="list-style-type: none"> KS2 Quadkids Athletics Competition KS1 Athletics Competition KS2 Netball Matches KS2 TAG Rugby Competitions KS2 Exeter Primary Football League KS2 Girls Football Exe Valley Challenge | <ul style="list-style-type: none"> Increase links with River Exe Learning Partnership to arrange friendly competitions in a range of sports. Terms AGMs with RELP. |
| <ul style="list-style-type: none"> Increase number of Least Active children competing in inter- and intra-school competitions. | <ul style="list-style-type: none"> Sports coach to work with Least Active children to upskill them in a range of activities and increase confidence. Offer Least Active opportunities to compete in inter- and intra-school competitions. | See Key Indicator 1 – External Provider. | <ul style="list-style-type: none"> 100% of Least Active children competing in intra-school activities such as sports day and/or swimming gala. | <ul style="list-style-type: none"> Increase the number of Least Active children competing in inter-school competitions. |
| <ul style="list-style-type: none"> Increase number of girls competing in inter- and intra-school competitions. | <ul style="list-style-type: none"> Nathan Keast to develop a girls football team KS2 girls football club to run at lunch time. Competitions to be held for girls such as girls football. | | <ul style="list-style-type: none"> > 30% more girls involved in inter- and intra-school competitions. Higher attainment for girls in PE. Noticeable difference in girls' attitude to PE. | <ul style="list-style-type: none"> Increase the percentage of KS1 girls competing in inter- and intra-school competitions. |