**Primary PE and Sport Premium 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 2017/18: | Areas for further improvement and baseline evidence of need: |
| As in 2016/17 the funding was used in 2017/18 to provide a wider range of experience for the children.We have established 2 additional afterschool sports clubs that are offered on a no fee basis for our Ks1 and Ks2 children.This has included Archery, Fencing, Golf , Frisbee, summer sportsAll children took part in a dance module led over a term by a local dance teacher, this was also CPD for staff to observe good quality dance lessons. It was further backed up by an afterschool dance club for both Ks1 and Ks2.In the summer of 2018 all the Y4 children undertook a day of adventurous outdoor activity at a local centre .We also part fund a PE teacher across DASP to provide quality PE lessons and run inter and intra school sport competitions which many of our children have taken part in. Football, multi skills, basketball, rugby, athletics, orienteering.In the summer term of 2018 we introduced a regular ‘Daily Mile’ all children take part in this every day, this is a 10minute run over 5 courses we have set up. Classes currently average between 22 -25 miles a day. It was noticeable that the quality of the KS2 long distance running race at sports day was of much higher quality than in previous years.This has helped us towards our target of 30 minutes of activity for all children. | We are using Premier Sport to provide the school with a baseline for all our children in November, this will be repeated in July to track progress.We are working with the Youth Sport Trust to provide Active Literacy training following a presentation to all of GTAT by Chris Caws from the Youth Sport Trust and increasing levels of physical activity in teaching.We are looking to increase the range of playtime experiences for the children, to better cater for all the children |

|  |
| --- |
| Meeting national curriculum requirements for swimming and water safety |
| Currently our Y4 pupils do not swim in school time due to access to a pool. We have previously allocated Sports funding to support the local Middle School in covering their pool, their bid for further funds was unsuccessful. This resulted in us not spending all of the 2017/18 funding. |

**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:** £17200 + £5102 unallocated from 2017/18 | **Date Updated: 8.11.18** |  |
| **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: |
| % |
| School focus with clarity on intended **impact on pupils**: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| We aim to increase physical activity to meet the 30 mins a day recommended We have implemented the ‘Daily Mile’ which means all children run for 10 mins a day.Introduce Youth Sport Trust’s Active Literacy to enhance the opportunity to reach the 30min recommendation and raise standards of achievementPromote lunchtime activity  | Premier Sport to undertake a baseline fitness assessment and an end of year assessment of all childrenYouth Sport Trust to deliver Active Literacy to all teachersSchool Council provided with budget for play equipment | £550£1790£750 | This will provide data on effectiveness of the Daily Mile on the children’s healthLessons will be more physically active and outdoor basedPupils English attainment will improve- especially boys | Involvement of the school council to use the £750 budget to develop active playtimes.SDP for 2018/19 – to monitor the impact of Active literacyInvestigate active numeracy training  |
| **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: |
| % |
| School focus with clarity on intended **impact on pupils**: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| PE display is in the hallChildren certificates for participating in DASP inter school sports events are presented in Friday’s Celebration assembly and photos are put on the school website.The school collects Ks2 Sports Day records – children that break a school record are celebrated in Friday assembly.HT shares the sport he plays with the children in assembly – asks for a show of hands of children who have taken part in activity.Sporting figures are often used as role models in assemblies – both able bodied and ParalympiansThe School Council organise ‘Sports Relief’ activity.DASP PE teacher is a positive role model for PE.St Mary’s Middle School Y7&8 Sports Leaders support intra and inter sports events – they act as excellent role models and many children aspire to being a sports leader as a resultDance teacher promotes positive engagement for all the children in dance as a physical activityPremier Sport coaches run a range of afterschool activity; fencing, archery etc that the children wouldn’t normally have access to. | Maintain participation in sport events run by DASPSustain the role of DASP PE teacher to help promote PE and maintain the sports leadership programmeChildren to perform dances in assembly | £5036£1862£4200 | Children enjoy representing the school and take part positively all classes have opportunity to take part in sports events – they are run for a range of abilities | Commit funds for DASP PE teacher and to using external dance teachersSustain funds for DanceSustain funds for Premier Sport to run the range of lunchtime and afterschool clubs currently offered |

|  |  |
| --- | --- |
| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport |  |
| School focus with clarity on intended**impact on pupils**: | Actions to achieve: | Fundingallocated: | Evidence and impact: | Sustainability and suggestednext steps: |
| Ensuring that the staff are able to observe good quality PE and Dance lessons to support CPD | Part funding of DASP PE teacher to provide 1 afternoon of PE teaching for KS1 and 2 with targeted staff. The lesson plans are made available to all staff. Team teaching.Funding of a dance teacher in the Spring term to deliver dance across Ks1 and 2. YR in the summer term | Cost previously reportedCost previously reported | Staff are using lesson plans for PE module. Children observed as having good engagement in PE. Staff more confident in delivering PE and dance. | Lesson plans available in school with resource cards to explain the activities and skills needed.Increase element of team teaching with the PE and Dance teachers acting as mentors to staff. |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils |  |
| School focus with clarity on intended**impact on pupils:** | Actions to achieve: | Fundingallocated: | Evidence and impact: | Sustainability and suggestednext steps: |
| DASP PE teacher to cover activity that the classteacher is less confident to deliver ensuring that the PE curriculum is varied.Dance teacher to incorporate a range of dance – expressive dance, street dance, ballroomPremier sport offer activity not normally offered by school staff – fencing, archery etcUse of LA Outdoor Education Centre to provide adventurous activity for all Y4 children free of charge. Climbing & PaddleboardingTo develop a walk and talk reflection areaConstruct on orienteering course | Maintaining the funding allocation for DASP PE teacher, dance teacher and Premier SportGrant bud made to Dorset Health for £10 000£2500 of OLL funds to establish the areaUse outside expert to map and set out course | Cost previously reportedCost previously reportedCost previously reported£1790£2500£500 | Staff who have worked with the DASP PE teacher are able to use plans provided to deliver PE independentlyQuality of children’s dance lesson is raised in terms of dance challenge. Staff see high expectations for danceAll children have access to a range of extra curricular sports. All children experience adventurous activityTeam building skills developedOpen Mindset to challenge Children who prefer quieter playtime experiences are catered for in ways that doesn’t promote sedentary behavioursCourse is set up and used by all classes  | DASP PE teacher to observe staff delivering PE to ensure that PE remains well taught |
| **Key indicator 5:** Increased participation in competitive sport |  |
| School focus with clarity on intended**impact on pupils**: | Actions to achieve: | Fundingallocated: | Evidence and impact: | Sustainability and suggestednext steps: |
| Maintain the recent addition to sports day of the more formal events to the KS2 afternoon where individual 1st, 2nd and 3rd places are awarded and winners scores or distances are recorded for the school records.Ensure that staff are made available to take the children to the DASP sports festivals and competitions | Access the DASP PE teacher and Y7/8 Sports Leaders to run the eventsMaintenance of DASP PE teacher funding and time given to them to organize events |  | All children take part in Sports DayAll KS1 and YR children take part in DASP MultiskillsOver 50% of KS2 children take part in DASP sports events over a year, by the end of Y4 all children will have taken part in an event  | Football club to arrange additional matches with local schools |
|  | Total Spend | £18978 |  |  |