

Buckfastleigh Primary School Primary PE and Sports Premium Report
April 2018

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • More children are participating in Sport throughout the school at a local level through competitions and events. • A high percentage of KS1 children are now participating in sport early on in their Primary School life to build a life long love of Sport and activity. • The school remains a key contributor to the School Sports Partnership which helps develop young people's love for sport and provides a range of training opportunities for staff members. • All children regularly participate in DPA. 	<ul style="list-style-type: none"> • A greater emphasis on daily physical activity, particularly VA so that every child in the school is reaching at least 30 minutes physical activity a day. • Development of lunchtime provision in both KS1 and KS2 so that every child is active. • A greater emphasis on active clubs before, during and after school with a broad range of experiences. • Broader experiences outside of school for all children. • Reluctant participators could be given physical challenges more fitting with their personality and interests.

Meeting national curriculum requirements for swimming and water safety (based on current Year Six data from Year Five assessments)	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	79%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	74%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Assessment in Summer Term 2018.

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/No

Action Plan and Budget Tracking

Annual spend against the 5 key indicators

Academic Year: 2017/18	Total fund allocated: £18,000	Date Updated:		
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: 27%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact (to be reviewed June '18):	Sustainability and suggested next steps:
<ul style="list-style-type: none"> To continue to provide active playtimes & lunchtimes for all children To provide all children with opportunities to participate in DPA 	<ul style="list-style-type: none"> Torquay United Football Club to run lunchtime club in KS2. To grow into two times a week in KS1 and KS2 later in the year. More equipment to support active playtimes and lunchtimes. A morning movers club set up before school. A lunchtime moving club for KS1. Increased focus on regular DPA during school day through Go Noodle to avoid major disruption to time table. Consider other avenues for DPA such as a mile a day, regularly run lunchtime 	From SSP allocation of £3995 £2000 Funding from equipment costs	<ul style="list-style-type: none"> Pupil voice audit to be carried out June '18 Audit of teachers to see concentration levels and impact on general learning. Greater number of children participating in daily physical activity first thing in the morning. Children show an enthusiasm for Dance and exercise. Children enjoy the DPA that they participate in. Pupil involvement and participation in sport and exercise go up. 	<ul style="list-style-type: none"> Training of lunchtime supervisors in KS2 to continue the running of lunchtime clubs. Pupil voice to be used more regularly to ascertain equipment needs and ensure that this is linked to pupil interests. Morning movers club to be moved to Outdoor to entice more people. New staff trained on the benefits of regular DPA. Regular monitoring of DPA to assess needs and interests of

	clubs.			children.
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: 17%
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"> To be a part of the SSP in order to raise the profile of PE & sport & increase opportunities Raise the profile of PE through assemblies To improve resources to enable pupils to keep active 	<ul style="list-style-type: none"> Buy into SSP Attend PLT meetings to work collaboratively with other schools keeping informed of latest developments Staff to attend regular training tailored to individual teaching need to ensure lessons and clubs are enjoyable. All success in sport celebrated through assemblies including certificates etc. Regular audit of equipment and money allocated to support PE priorities 	From SSP allocation of £3995 £400 supply cover costs (inc. P.E.conference)	<ul style="list-style-type: none"> PE priorities are highlighted on Whole Schl Dev Plan keeping PE profile raised Governors kept informed & monitor progress Appropriate equipment available to teach all areas/age groups of the curriculum Children are enthusiastic about taking part of events and feel inspired by regular celebrations in assemblies. Equipment is well managed and updated. 	<ul style="list-style-type: none"> All staff aware of SDP & priorities for PE Staff able to access all training opportunities to help them develop. Staff pass on their knowledge in staff meetings. Regular audit of equipment to assess suitability and interests of children.

<ul style="list-style-type: none"> • Increase the amount of clubs in school that are physically active. 	<ul style="list-style-type: none"> • Ensure a range of sports and activities are catered for with the equipment we are purchasing. • Ensure the clubs are tailored towards the interests and skills needed for all children. • Play leaders hired to take after school clubs such as multiskills. 	<p>£1000</p> <p>£500</p>	<ul style="list-style-type: none"> • Equipment is enjoyed both inside and outside of PE lessons. Children talk with confidence about how they use it and how it is helping them to improve skills. • All children spoken to who participate in clubs show keen interest in sport and have developed key skills. • More children participate in clubs than previous years. 	<ul style="list-style-type: none"> • Regular discussions with children to update clubs tailored to the needs of the school.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				15%
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 monitor the impact of PE lessons throughout the school. Regularly assess quality of PE teaching throughout the school to ensure all children reach ARE. Tailor training for each teacher depending on needs. 	<ul style="list-style-type: none"> P.E. coordinator to keep staff informed of any developments. Invest in SSP to visit and support staff. Staff given opportunity to attend INSET sessions Monitor and review planning used to assess for key skills and progression. Regular PE learning walks to support teachers. Staff survey to see individual needs. 	<p>From SSP allocation of £3995 (training needs)</p> <p>Supply Costs £400 each</p>	<ul style="list-style-type: none"> Teachers feel secure in teaching all of PE curriculum. Teachers receive support for areas they are unfamiliar with. SSP supported staff in teaching of Dance and gymnastics. Teaching Assistants, where available, contribute to the running of PE lessons due to improved understanding of skills by class teacher. More children reach ARE at end of school year. Teachers feel happier assessing PE and offering feedback and assessment. Child centered curriculum with clear differentiation across a range of PE lessons throughout the school. 	<ul style="list-style-type: none"> P.E. coordinator to support staff with planning & delivery of sessions. PE coordinator to regularly assess impact of PE sessions. Teachers regularly review and assess their own PE teaching to identify own gaps and understanding. PE coordinator to regularly conference with other schools to understand what other schools do to improve confidence.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				14%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact (to be reviewed in June)	Sustainability and suggested next steps:
<ul style="list-style-type: none"> To provide a range of sporting activities & inspirational visits to engage all children and encourage participation As a result of the visits, more clubs set up tailored to that particular set of skills. 	<ul style="list-style-type: none"> PE co-ordinator to reach out to a range of different sporting venues for outreach. Outreach tailored towards children and their individual needs and interests. Visits to activity places well planned to ensure maximum participation for all groups including most able and SEN. Pupils to experience a range of sporting activities not just "everyday" sports. More club opportunities and a need is built up by visits. Skills are learnt by pupils and taken up later in life. 	<p>£2000(excluding travel) which has been allocated.</p> <p>£190 transport cost</p> <p>£500</p>	<ul style="list-style-type: none"> Activity levels of children increased and reflected in their attitude & attainment in P.E. lessons Pupil survey indicates that all children enjoyed visits. Renewed passion for PE amongst reluctant participators. Children show an interest in participating in activities outside normal reach. Children feel challenged to achieve something. A higher percentage of children are taking up after school clubs and are engaging in regular physical activity. 	<ul style="list-style-type: none"> Community links made and advertised in school for outside of school participation. Building links with local activity places breeds passion and a sustainable future for community activity programs. Confidence from trips encourage staff to invest in passion as well, building links further. Build link further by investing fully in outreach programmes. Review provision for SEN and G+T children to tailor trips next time around.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				27%
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"> To enable pupils to take part in competitive sports events To increase range of opportunities available To raise the profile of participating in competitions 	<ul style="list-style-type: none"> All classes to attend sports festivals organized by SSP P.E. coordinator to enter teams for a range of events throughout the year. All participation celebrated. Regular competitions and events with all schools in local area. Opportunities assessed in terms of skills and enthusiasm. Monitor which children are accessing the opportunities and ensure participation is varied across the school (SEN, G+T) etc. 	<p>From SSP allocation of £3995</p> <p>Transport travel costs £2000</p>	<ul style="list-style-type: none"> KS1 football (x3) Body Language (Year Six) Y3/4 Tag-rugby Y3/4 Gym Reception games KS2 girls football. Year 5/6 tag rugby. Year 5/6 netball tournament. SEN aesthetics Year Six Residential trip and Year Five Trip Parrot class trip to the moors, walking on Dartmoor for 5 miles. All children who participate in games talk about the time they had in a positive manner. Children speak with pride about representing the school. Greater percentage of KS1 participation than ever before to build a future generation of PE 	<ul style="list-style-type: none"> Range of activities grows depending on nature of children. More opportunities need to be built in for children to share their opportunities. Focus on participation for reluctant participators in future competitions to ensure lifelong learning. More competitive sport evident throughout school year within school not just sports day. School becomes more competitive by building skills and enthusiasm from moment they come into the school.

			<p>lovers.</p> <ul style="list-style-type: none">• The competition element builds a thirst for children so they are more willing to improve both in PE lessons and outside of school.	
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