



Central Primary School

PE and Sport Premium Information

2017-18



The Primary PE and Sport Premium is awarded to every school with primary aged pupils and must be used to fund additional and sustainable improvements to the provision of PE and sport, to encourage the development of healthy, active lifestyles.

Meeting national curriculum requirements for swimming and water safety	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	36/85 42% National Average 50%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	36/85 42%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	10/85 12%
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 – We booked additional lessons for the pupils working towards age related expectations.

Academic Year: 2017/18	Total fund allocated: £17,000	Date Updated: 13/07/2018		
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				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
PE Passport	<ol style="list-style-type: none"> 1) To ensure PE staff are confident in using the app 2) To complete the admin and set up of the app. 3) Ensure staff are using it effectively and all evidence is recorded. 4) Analyse data 	£599	<ul style="list-style-type: none"> • Lessons are now designed to ensure that all children are physically active within their PE lessons. Lessons are planned 75:25 physically active: using AFL to move on the learning of the students. • Using the formative assessment model allows staff to identify which children are not physically active in lessons allowing for targeted intervention if appropriate. • The data from the extra-curricular registers allows staff to identify which children are not participating in the extra-curricular programme, giving schools the opportunity to approach those children to see if what the barriers are and 	<ul style="list-style-type: none"> • Offer CPD to all staff who are responsible in delivering PE across both sites. • Half termly moderation. • Cross trust working with Bothal Primary. • Target inactive pupils to find out what would engage them.

			how to overcome these.	
<p>Year 6 Activate Playground</p> <p>We are wanting to target the year 6 yard as this has been identified as a hot spot for inactivity with approximately 30% of pupils inactive. The main reason behind inactivity is because the playground is very minimal and there is a lack of stimulating equipment and a dull environment.</p>	<ol style="list-style-type: none"> 1. Meet Caloo Ltd as they have proposed the Education Outdoor Gym equipment bundle to help keep the children active. 2. Education bundle, plus installation 3. Rubber flooring installation in blue to maximise safety 	<p>£14,000</p>	<ul style="list-style-type: none"> • More pupils active, meeting the government's active 30 agenda and supporting the drive to improve our pupil's physical and mental well-being. • Improved behavior during unstructured time. • Breakfast/afterschool club offer as part of a unique fitness club • School Sport Crew lead their own sessions. • MDS manage the equipment and ensure safety throughout and encourage physical activity through motivating music on the equipment. • Playground rotation to allow all pupils access. • Growth mindset and personal challenges 	<p>CPD for mid-day supervisors</p> <p>Tracking impact and data - Personal challenge each break time and collate data to stay in line with the house system</p>
<p>Fit bit challenge</p>	<ol style="list-style-type: none"> 1. Audit current activity levels 2. Pilot the pedometers during active lunch to measure step count. 3. Purchase pupils one each in 	<p>£205</p>	<ul style="list-style-type: none"> • Purchased 85 Physical activity trackers as a pilot. Pupils are wearing the trackers during break 	<ul style="list-style-type: none"> • Research more effective products that is age appropriate and supports rapid data

	<p>years 3 - 6</p> <ol style="list-style-type: none"> 4. Whole school challenges 5. Number fact development using data input and analyses 6. Weekly awards shared 7. Re-audit activity levels at the end of the year 		<p>times.</p> <ul style="list-style-type: none"> • Young leaders are supporting with active games and tracking data to encourage the year 3 pupils to achieve more daily steps. • Weekly rewards for the highest steps count and most improved are shared during the Golden Assembly. • More children accessing 30 active minutes within the school day. • Family supports the 30 active home minutes. • Fitbit monitors have developed aspects of their number facts through weekly data analyses. 	<p>input.</p> <ul style="list-style-type: none"> • Offer it to all upper site pupils and create inter school competitions. • Create central documents to record and analyse data (PE Passport are working on a feature) • Launch competitions for active pupils outside of school
Active Lunch	<ol style="list-style-type: none"> 1. Audit equipment 2. Learning walk to observe activities provided during lunch times. 3. PE survey (Pupil Voice) 4. Purchase new equipment. 	£1000	<ul style="list-style-type: none"> • Behaviour has improved during lunch times and this has led to improved learning in the afternoons. • More pupils participating in active play. • Children engaged in learning in PE as a result of new and varied equipment. 	<p>Evidence from a pupil voice stated that they would engage in the independent challenges these could offer. Personal challenge during lunch times linked to the house system.</p>

<p>NUFC – Match fit workshop</p>	<ol style="list-style-type: none"> 1. Identify inactive pupils during a learning walk. 2. Meet Andrew Johnson to discuss NUFC interventions for healthy active lifestyles. 3. Organise a TA to support the sessions. 	<p>£400</p>	<ul style="list-style-type: none"> - 82% of children increased in nutritional knowledge - 93% of children increase in fitness knowledge - 57% of children increased in balance - 64% of children increased in fitness (as assessed by the walking test) - 46% of children reported they had a healthier diet 	<p>Identify healthy champions that could share the information with their classes. Review previous cohort of parents through questionnaires to seek information on sustainable improvements to their lifestyle habits.</p>
<p>New Year New you – NHS link</p>	<ol style="list-style-type: none"> 1. Health trainers to attend a meeting. 2. Organise targeted pupils to attend an afterschool club. 3. Invite parents to an afterschool workshop 		<ul style="list-style-type: none"> • 6 of the targeted families attended all workshops that included physical activity for all and looked at healthy foods on a budget. All families became more aware of healthy active lifestyles. • The families who attended all of the workshops were given a reward of a 7 day consecutive gym pass. • The children who attended the workshops became noticeably more active in PE lessons and more involved with the 	<p>Use parents evenings as a tool to gather information regarding families health and wellbeing.</p>

			<p>schools extra – curriculum.</p> <ul style="list-style-type: none"> • Pupils were seen to be making healthier choices for lunch (Centrals packed lunch policy) • Pupil/parent voice shows that all of those involved enjoyed the program and felt it was useful. 	
<p>WIDER PLANNED IMPACT AS A RESULT OF ABOVE - Pupils are more active in PE lessons - take part without stopping to rest. Standards achieved in PE NC are improving. Attitudes to learning improved - better concentration in lessons.</p>				
<p>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</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>PE Passport</p>	<ol style="list-style-type: none"> 1) To ensure PE staff are confident in using the app 2) To complete the admin and set up of the app. 3) Ensure staff are using it effectively and all evidence is recorded. 4) Analyse data 		<ul style="list-style-type: none"> • The use of ICT has raised the profile of PE. Staff and students can use the iPads to record work and play to analyse and evaluate. • Using the self-assessment tool will enable children to reflect on their learning and consider their own next steps. • The videos and images can be used in assemblies to celebrate attainment and achievements in and 	<ul style="list-style-type: none"> • Offer CPD to all staff who are responsible in delivering PE across both sites. • Half termly moderation. • Cross trust working with Bothal Primary.

			out of school.	
Family fun runs	1. Sport Relief park run March 23 rd .	£100	<ul style="list-style-type: none"> • Further engagement of families to support delivery of 30 active minutes outside of school time. • 95 families participated in the 2 lap Sport Relief challenge at the local park. Families were asked to hunt for cones in order to receive a prize at the end. We now have a stronger community link with the park to host further events. • We've developed relationships with families, who are keen to do more similar events. Sharing simple yet effective ways of getting families out and active. Parent feedback e.g. 'Not all parents want to come into school to do workshops on math's and literacy as they can do it at home.' • When there are fun things, a lot of the parents 	<p>Share with parents activity packs that could be completed at home. Reward those who are engaging using family vouchers etc.</p> <p>Next year all pupils are to take part and class teachers attend. If families would like to do it they have the option of meeting at the park. Lower site involvement. Parent volunteer to deliver a bounce class to support raising money.</p>

			<p>don't get the time to do stuff like this. When you do things like the fun run it encourages and gives families that are happy to be in the house a taste of doing things outside with their kids and it's a good way to make friends. I think it's good that you do stuff like the run for the kids as most of the kids now a days are sat in front of computer screens and this plays a big part in how the kids behave'. (Parent participant)</p> <ul style="list-style-type: none"> • 4 parents joined staff to complete the virtual spin challenge. 	
NUFC Family Fun	<ol style="list-style-type: none"> 1. Promote the family intervention on the schools website. 2. Send out letters to a families/pupils. 3. Short list the applications to those who'd benefit most from the intervention. 	Included in Match Fit price	<p>100% of families enjoyed the course</p> <p>100% of families increased their healthy lifestyle knowledge</p> <p>100% of families said their attitude towards learning increased</p> <p>75% of families increased their time exercising as a family</p>	Share the video montage of the positive feedback on the schools website or twitter accounts.

			100% of families built a positive relationship with another group member or family	
Celebration assembly every week to ensure the whole school is aware of the importance of PE and Sport	<ol style="list-style-type: none"> 1. Achievements celebrated in assembly. 2. Different pupils to perform. 3. Purchase rewards. 	£200	More pupils have at some point in the year taken part in assembly.	<ul style="list-style-type: none"> • To keep a register of those pupils achieving PE stars. • Ask pupils to complete a questionnaire to measure impact on pupil's engagement, self-esteem, confidence and effort during lessons.
Role models - Sporting personalities so pupils can identify with success and aspire to be a sporting hero.	<ol style="list-style-type: none"> 1. Book a Free style footballer to attend school as part of the World Cup 2018 Launch. They'd spend the day doing workshops with all pupils. 	£395	<ul style="list-style-type: none"> • Ash Randall – Freestyle Football • World Cup Launch - assembly • All of KS2 children completed workshops throughout the day that were inspirational, fun and physically active. 	Research high profile athletes to offer more workshops and link to the school's core values.
Develop the School Sport Crew	<ol style="list-style-type: none"> 1. School Sport Organising Crew to be established and hoodies provided. 2. Playmakers award during Pathways to train the sport leaders. 3. Additional training to be provided by School Sport Partnership 	£500	<ul style="list-style-type: none"> • School Sport Organising Crew to be involved with planning and delivering sports opportunities across school year. • Sport Crew take the lead on extra-curricular clubs. • More confident leaders 	School Sport Crew to work alongside MDS. RL to coordinate the leaders and what activities they'll lead. LG to monitor this and conduct learning walks once every half term. Challenge MAT's to promote clubs and engage more pupils attending. Offer rewards to

	4. Sport Crew to canvas student voice and plan activities.		<ul style="list-style-type: none"> • Sport Crew to make improvements to the provision. 	<p>leaders who are going above and beyond their duties. Breakfast club activators and supporting/organising PE equipment.</p>
<p>WIDER PLANNED IMPACT AS A RESULT OF ABOVE: Pupils are very proud to be involved in assemblies/photos on notice boards etc. Which is impacting on confidence and self-esteem. More pupils attending clubs in the community which is complimenting activities in school and in the curriculum. Increased self-esteem/confidence are having an impact on learning across the curriculum.</p>				

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:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Additional Swimming	<ol style="list-style-type: none"> 1. Meet with ALC to provide availability for additional swimming slots. 2. Identify pupils to receive additional swimming based on last year's attainment 3. To utilise the coach based at the swimming pool to work alongside teachers 	£520 pupils for 12 sessions.	<p>Year 6 booster swimming (Summer term) 18 Pupils attended booster lessons 12 made progress:</p> <ul style="list-style-type: none"> • 6 increased distance by 5m • 4 increased distance by 10m • 1 increased by 15m (25m) • 1 Increased by 25m • 3 remained the same • 3 remain non swimmers 	Swimming teaching qualification offered to staff to enable better support during lessons. Look into booster slots sin advance as slots are limited.

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:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

WIDER PLANNED IMPACT AS A RESULT OF ABOVE - Skills, knowledge and understanding of pupils are increased significantly. Pupils really enjoy PE and Sport, are very keen to take part and demonstrate a real desire to learn and improve.

Key indicator 5: Increased participation in competitive sport

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To provide a range of competitions and festivals throughout the year.	Join the Ashington and Coquet School Sport Partnership including Primary membership of Youth Sport Trust. Attend School Sport Partnership and School Games competitions Record which children are participating so each pupil has the opportunity to compete.	£2700	More children taking part in inter and intra school competitions. 100% Attended School Sport Partnership festivals: Year 1 – Hula Hooping Year 2 – Gymnastics Year 3 – Tag Rugby Year 4 – Orienteering Year 5 – Skipping Year 6 – Hula hooping	Continue using the sport partnership to access competitive/noncompetitive festival throughout the year.

			Coordinator offered curriculum support consistently and Sports Day help by providing young leaders and expertise.	
PE Passport	<ol style="list-style-type: none"> 1) To ensure PE staff are confident in using the app 2) To complete the admin and set up of the app. 3) Ensure staff are using it effectively and all evidence is recorded. 4) Analyse data 		The data from the competition tab allows staff to identify which children are receiving opportunities to represent the school and at what level of the school games criteria i.e. Level 1,2 or 3. This has provided school with the opportunity to target children who haven't had an opportunity to play inter school sport where possible.	Continue to target children who haven't had an opportunity to play inter school sport where possible and offer to all.
WIDER PLANNED IMPACT AS A RESULT OF ABOVE: Improved standards in invasion games in curriculum time. Noticeable difference in attitudes to PE and sport. All staff have commented on the better integration of pupils from minority ethnic backgrounds and parents also showing more interest in PE and sports.				