



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2017

Commissioned by
Department for Education

Created by



Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that we should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that our school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

This document includes our reflection on the impact of current provision and review of the previous spend.

Under the Ofsted Schools Inspection Framework, inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils.

Schools are required to publish details of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment. Please check back in due course for notes on sustainability and our intended next steps.

Considering the 5 key indicators from DfE, what development needs are a priority for Mead Road Infant School and its pupils now and why?
A reflection on previous spend, current need and priorities for the future.

Key achievements to date:	Areas for further improvement:
<p>Sports teaching has been improved through the use of specialist coaches to work with class teachers. Due to turnover of staff this will need to continue.</p> <p>An overhaul of equipment, a long term project, has been possible due to the sports grant and has enhanced teaching and learning in recent years and for the future. In addition money has been used to purchase equipment for use at playtimes and lunchtimes designed to encourage physical activity and participation in games.</p> <p>Children have had the chance to experience sports outside of our teaching curriculum and we chose to make one of these, Jujitsu, a rolling programme so children could demonstrate progress and an accrue of skills over time.</p> <p>A variety of sports based after school clubs run after school and places have been offered free to disadvantaged and other targeted children. Promotion and reputation of these clubs now leads to high take up so this will not be a priority this year.</p>	<p>Opportunities for closer work with specialist teachers within the Trust is yet to be explored.</p> <p>The programme of updating and replacing PE equipment will continue.</p> <p>High staff turnover in the past 2 years means that coaching of teaching staff must continue to ensure lasting legacy.</p> <p>The Jujitsu sessions have now come to an end. Suitable and similarly high quality alternatives will be sought to continue the tradition of building skills in a sport as enrichment to the curriculum.</p> <p>Lunchtime sporting activity is limited to individual / small group engagement at present and equipment is not always used for its intended purpose.</p> <p>Organised games would enable an adult to set up and oversee participation at the same time as teaching children the rules of new games and encouraging team spirit.</p> <p>Competitive sport must be reintroduced this year after the demise of the Small Schools Network. Coopers staff to use local contacts to kick start this.</p>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	n/a
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	n/a
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	n/a
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?	n/a

Action Plan and Budget Tracking

Intended annual spend against the 5 key indicators.

Academic Year: 2017/18	Total fund allocated: £16, 860	Date Updated: 28 th October 2017		
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: £1695= 10.05%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Planned evidence:	Reflections: sustainability and next steps for 18/19:
Wake Up Shake Up Every child participates in a high energy boost daily designed to create enjoyment of physical activity, stimulate the brain and shake off excess energy and improve focus for learning Wow Scheme (Walk to School) 5 day walking challenge each term raising the profile of and encouraging walking to school by creating a competitive element and rewarding the effort pupils make towards this end. Playground games Daily organized games provide further opportunity for daily purposeful physical activity through encouragement to join in fun and meaningful games overseen by an adult. LEAP day (team building focus) PE related games and fun day organized by specialist teachers.	High quality 5-10 minute physical activity session every day. Transportable equipment to enable this to be done outside, as intended. 3x focus weeks per year. Children who walk / park and walk are recognized and rewarded Equipment set up and x1 organized game every day 4 staff members to plan, resource and run whole school event	£250 £300 £100 £545 £500	Teachers report that least active children are motivated to join in and chn who struggle with focus and concentration are more able to do so after sessions. Travel Plan is enhanced by participation in a recognized scheme, and numbers walking to school increase. Pupil voice records increased pupil enjoyment at lunchtimes and more active engagement in physical passtimes during this hour. Team building focus – children will enjoy and participate in planned sporting activity and improve cooperation skills at the same time.	
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: £7700 = 45.67%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Planned evidence:	Reflections: sustainability and next steps for 18/19:
Celebration assemblies run by Tom Golding (Coopers) Good effort, team spirit and fair play are rewarded by a positive role model in regular whole school celebrations. Healthy Living week Summer 2 including sports workshops, visits, visitors etc Link to science curriculum tying in healthy eating choices with physical activity. Pupils will learn about choices in terms of diet and lifestyle and are inspired by positive role models in the sports field. Continuation of the long term project to overhaul PE equipment in order to	Diarise half termly celebrations assemblies to tie in with Tom’s timetable. Purchase certificates / mini awards. Diarise HE week / Science week Use Coopers’ faculty links with local sporting personalities incl a famous Paralympian Look in to local sporting visits e.g. swimming at Farringtons / Marjorie McLure Purchase gymnastics equipment (boxes / horse)	From TLR £3000 £1000 £2000	Children are motivated and inspired, and effort and team spirit are recognized alongside sporting achievements. A week of curriculum links to teach children about the links between healthy eating and a healthy lifestyle including the benefits of physical exercise. Pupil voice and resulting work will evidence impact of inspirational / motivational visits and visitors. New equipment to enhance teaching and demonstrate that our school places emphasis	

enhance provision and demonstrate a commitment to this curriculum area.	Outdoor multiskills equipment Outdoor "bunker" to keep equipment in good condition	£1700	and importance on PE and sport.	
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: £6000 = 35.59%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Reflections: sustainability and next steps for 18/19:
To increase high quality PE teaching and learning throughout the whole school through training and coaching <small>PE lessons are judged to be good or outstanding. Children make good to outstanding progress. Lessons are inclusive and well differentiated for children with SEND.</small>	Qualified coaches model high quality teaching of PE units to class teachers. Staff training: achievement for all in PE; stretch and challenge in PE.	£6000	All PE lessons are of consistently high standard in line with the requirements of the National Curriculum and best practice. All children make good progress including reluctant and disengaged pupils.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: £1000 = 5.93%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Reflections: sustainability and next steps for 18/19:
Increase the range of physical opportunities accessed by our children <small>Children have a varied diet of sports and are inspired and motivated to keep fit and achieve well in PE.</small> New equipment New container to store safely	Use Coopers specialist staff faculty equipment. "Awe and wonder" agenda experiences related to PE and sport.	TLR allocation (see above) £1000 As above	Autumn term trampolining enrichment Y1 all chn on rotation basis then roll out to other chn over the year. Sports visitors/visits to inspire and motivate chn to try and succeed	
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: £465 = 2.76%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Reflections: sustainability and next steps for 18/19:
Coopers to explore links with other local primaries to set up competitive programme <small>All children have access to a range of competitive opportunities and many have experience of representing their school.</small> Transport (hire cost of Trust minibus / private hire) <small>Children are safely and efficiently transported to take part</small> Team kits (monogrammed)	Tom Golding to explore options and devise a programme of competitive sports opportunities Coopers to supply minibus where possible – TG to organize. Where not available private hire to be used. To be ordered once programme is arranged.	TLR allocation (see above) £300 £165	Children are involved in competitive sport fixtures, age appropriate, with children from other local schools and inter-competitions within school. Children have opportunities to demonstrate competitive energy as well as fair play and team spirit.	
				Total £16,860 = 100%

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