



Red Hall Primary School

PE and Sports Premium Impact Statement

2018 / 2019

<u>Number Of Pupils and Sports Premium Received</u>	
Total number of pupils on roll	210
Number of pupils eligible for Sports premium	156
Total amount of Sports Premium Funding Received	£16,000 + £10 per pupil = 17, 560

Purple text still needs to be acted on

Projected Spends

<u>Budget</u>	<u>TBC</u>
Martin Gray (1 after school clubs per week) Friday sessions all year, Wednesday sessions for Aut 2, Spr 2, Sum 1	£105 (£35 per hour) x 36 weeks = £3780
NB salary	£5000
Specific festivals (SEN, G & T etc)	£500
Swimming for Year 3 and 6	£80 per week (+ transport) = £2800
Swimming for Year 4 and 5	Free
Transport, entries, medals, awards,	£1100
Equipment	£400
SGO Role - SLA to LA	£1000
After school provision	£500 (NB second session)
Holiday Club	£500
Sports Week / Sports Day	£500
CPD	£600
Health and wellbeing – smoothies, cooking classes	£500
Total	£17,180 (£380 left)

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:
<p>Achieving the Gold Award for the 4th year running.</p> <p>All classes having access to 2 hours of PE each week, minimum</p> <p>Specific groups having access to additional PE provision, to assist with engagement and confidence building.</p> <p>A rich after school provision for all children, from last year, this has been in KS1 as well as KS2.</p> <p>Monday madness – increased participation – now 100% of children participate in the Monday Mile and PE lessons on a Monday, unless they are injured.</p> <p>Upskilled staff, which has then led to knowledge, skills and understanding of fitness, PE and Sport being established, consequently leading to higher attainment in festivals.</p> <p>Being asked to present at a DSSP and a SSPP meeting on Promoting Active 30 in school.</p>	<p>Teachers to feel upskilled and able to lead PE lessons.</p> <p>Children to perform better in competitive sport this academic year, in comparison to previous years.</p> <p>To become a platinum school</p> <p>Swimming – to reach National expectations for children in school</p> <p>Parental engagement with swimming in particular</p>

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.	83.4%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	77.84%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	72.28%
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?	Children in Year 6 attended swimming sessions with Year 4, when they went. By the end of this, 2 more children could swim 25m confidently.

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: £17,560	Date Updated: July 2019	
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: 43%
1. Develop strategies to ensure children have access to 30 active minutes in school per day.				
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"> All children from Reception to Year 6 to have access to the Monday Madness – PE sessions and running a mile. Playground equipment to be used to promote being active. Classroom trackers to be displayed in all KS2 classrooms. Lunchtime clubs to promote being active. Active English and Maths to be observed during learning walks / formal observations. NB to track timetables and log these to see if 	<ul style="list-style-type: none"> Playground duty has been changed so there are three members of staff on duty at all times. Team meetings will quickly highlight whether the active minute trackers are being used Evidence of active learning taking place in observed lessons, as a result of Lis Greenwell CPD, last academic year. 	£100 for after school clubs.	<ul style="list-style-type: none"> Active playtimes are now taking place each day, except a Monday when the children complete the Monday Mile at lunchtime. Autumn term – 3 out of 6 classes using their active trackers, Spring term – 5 out of 6 classes using their active trackers. One class is being worked with more closely. Sports leaders have been spoken to about this. LS has monitored the impact of the Monday Madness for two terms now. In the first term, all but 4 children said they enjoyed this and 100% staff did too. In Winter, due to the weather, the Monday Mile did not take place each week, instead the children used the Cyber Coach machine to complete a mini active lesson, in the gym. All but 12 children enjoyed this, as they said the gym was too crowded, however, due to spacing and timing, we do not have an option of reducing the amount of children in the gym. 	<p>This is sustainable because:</p> <ul style="list-style-type: none"> Once this is embedded, children will be in a routine of completing active learning and active playtimes and lunchtimes. Staff will also have their trackers set up and these will be passed on to the next class teacher, meaning little set up time. CPD was given looking at active learning etc. This will then be seen in all lesson observations, for the rest of the academic year. This will not need much more support, as this is

<p>active minutes are increasing / decreasing each half term.</p> <ul style="list-style-type: none"> Attempts to work with parents to ensure they are aware of the importance of eating a healthy and balanced diet. 			<ul style="list-style-type: none"> Further evaluations of the Monday Mile need to be looked at in the Summer Term. Findings have been shared with Governors, during a meeting in December 2018, March 2019, June 2019. Governors challenged me on ensuring all children were taking part. This is something which could be answered using further targets Autumn term – 55% of children said they are improving each week with the Monday Mile. Spring Term - 70% of children reported that they are seeing an improvement in their fitness when running the Monday Mile. Participation in sporting events has improved, however this is not noticeable enough to comment. Children are wanting to take part in events, they enjoy these events. THIS is what we focus on with Walk arounds and drop in lesson observations have shown that 6 classes have been completing active learning as part of the daily teaching. Termly staff questionnaires to be completed. Staff enjoy Monday PE's lessons more than the rest of the week and more than the other coaches who come in. It is not an option to release Monday's coach more, as he has other commitments. Termly staff and pupil questionnaires to be completed. 100% of children enjoy PE lessons on a Monday, 1005 of children believe they have made progress. 100% of staff can see the progress the children are making in their Monday PE lessons and 100% of staff said they feel more confident in these sessions. 	<p>already taking place now.</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p>
				<p>3%</p>

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"> • Use PE to improve attendance • Active learning to take place on a morning from 8.45. We will aim for this to be fun, to ensure children want to come into school for this activity. We hope this will improve punctuality • Dough disco will be used for handwriting • Team games and activities for any friendship issues which may need to be resolved. • Targeted groups (MGFA for G&T, SEN, change for life club etc) • To release staff member to deliver outdoor learning sessions across the whole school. • Plan engaging outdoor learning sessions, which all children will have access to. 	<ul style="list-style-type: none"> • Children will be more imaginative during their outdoor play. • Displays showing Outdoor education • Children will be educated on fire safety including lighting safe fires. • Numeracy activities will be created in this area • Drama and role play area will be available for use – this will be done on the KS2 yard when the shelter is built. • OL to be used as hooks for lessons • All staff will be confident of using the area • All year groups to make good use of outdoor areas. • Share good practice in teaching across all year groups. • All staff to contribute ideas / resources to a central point for outdoor learning/ outdoor lessons. • Children will be using 	<ul style="list-style-type: none"> • Time for NB to develop and build this area. • Fire lighting equipment, large canopy, safe fire boundaries and wood to be bought (at cost of £180) • Costume and wood to be bought (at cost of £50) • Wood to be purchased (at cost of £20) • Canopy and wood to be purchased (at cost of £35) 	<ul style="list-style-type: none"> • Attendance is in line with the National Average of 96%. We begin the day with Active learning and some ‘wake up, shake up’ activities. This has helped to reduce the number of lates considerably, as now the school doors open at 8.45am instead of 8.55am. By 8.55am we have around 90% of our children in school and ready to learning. • This has consequently improved attainment, as children are in school and ready to learn. • In addition, this has improved pupil wellbeing and mental health as children are active and smiling on a morning. One Year 4 child said, “I can’t wait for active learning every day! I’m scared in case I miss it!” • Squiggle while you wiggle is used in EYFS, this is having a positive impact on pupils and their gross and fine motor skills. • Team games take place at lunchtimes, which have helped to reduce issues on the yard. • Outdoor learning sessions took place in Summer Term for 	<ul style="list-style-type: none"> • Children will develop a love of the outdoors and an appreciation of the grounds in which Red Hall is situated. Therefore, alongside working with Groundworks on litter picks etc, the children will be able to preserve the environment near their homes.

<ul style="list-style-type: none"> • Open afternoon sessions to involve parents in outdoor learning. • Consider membership with CLOtC (Council for learning outside the classroom) to support outdoor learning • Look at accreditation for the school through CLOtC (Application for Bronze Award to be submitted) • To build a fire pit (as requested by EYFS staff) to engage children in learning outdoors. • Design free play woodland area. • Rebuild and add more woodland games in to specific games area. • Develop teachers' confidence in using the outdoor area, including understanding of woodland games. • Create science investigation area. • (Linking with SIP "Improve provision in science" objective.) 	<p>outdoor areas safely and are able to risk assess activities and identify the benefits of learning in the outdoor environment.</p> <p>Children will have improved awareness of healthy and environmentally friendly living</p>			
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<ul style="list-style-type: none">• Create covered woodland reading corner. (Linking with SIP “Continue to improve the Love of reading and books” objective)				
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				28% (£5000)
3. Develop expertise in NB (in house support), with particular focus on the competitive element, in order to sustain PE provision, should the budget change in the future.				
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"> NB to lead and support teaching Monday PE sessions. All teaching staff to be present in their class' PE lesson, to upskill them. MGFA to assess the children's progress and feed this back to the staff. NB will use this to develop our tracking system and to compare the children in each session Two members of MGFA staff to be working with children, meaning groups will be smaller and more targeted. NB to watch the MGFA sessions when needed. NB to put into practice his Level 5 qualification, which he was given the opportunity to do within school last year. Dance coach to work with children across the school for one half term, looking at dance and gymnastics specifically. 	<ul style="list-style-type: none"> NB will teach all children from Year 1 – Year 6 NB will work with staff across the school completing PE lessons on a Monday, as well as outdoor learning (with a focus on English and orienteering skills). Utilising staff expertise will allow a better starting point, as children are known to the member of staff. NB's knowledge, skills and understanding of the progress and impact of his sessions, being clearly understood, meaning children are constantly challenged and any 'gaps' in PE and sport knowledge are 'plugged' at a much younger age MGFA will work with Year 1 and 2 all teachers and other staff to work alongside these members of staff and plan with the coaches. There also needs to be partnership working between the class teacher and staff to ensure assessment is taking place and children are making progress MGFA staff will work with focus children for one half term to develop their confidence and skills in PE and Sport. 	<p>Budget and yearly overview to be put on the school website to show expenditure and impact</p>	<ul style="list-style-type: none"> LS completed drop in sessions to get a 'feel' for the lessons, in Autumn term and Spring term. Lessons on a Monday are calm and appear to have a clear focus. Lessons on a Friday are louder and built on fun. MGFA and LS have met, and MGFA staff have agreed that all staff are observing / actively participating in lessons. NB and LS have met on a termly basis to assess the impact and how sessions are. It is clear that children are making progress, their understanding of skills has progressed throughout the year. Termly competition calendar is reviewed, looking at the competitive element of school games, to see if the impact of the teaching and coaching is being beneficial to the children, when they are representing Red Hall in competitions outside of school. 	<p>This is sustainable because:</p> <ul style="list-style-type: none"> Children will feel empowered when taking part in these sessions and being part of a team with similar ability children. Teachers to take part in the lessons with NB, meaning they are upskilled and able to see the progression of lessons for the children in their class. More staff in lessons will also mean more bespoke teaching, consequently meaning children will make more rapid progress.

	<ul style="list-style-type: none"> Higher percentage of participation in PE lessons, as children will be able to come to school wearing their RED Hall PE kits. Children will perform better in competitions throughout the year. 			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				15%
Sporting expertise to be bought in: Kettlebell Sport, Boxing, Cheerleading, Cycling. Focus groups and weekly PE lessons.				
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"> Children to experience a broader range of sports, such as boxing and kettlebells Children to learn to cycle by the time they leave Red Hall Year 2 children to develop their confidence in the water before they move to KS2 	<ul style="list-style-type: none"> Focus groups to work with key children to develop their confidence Children to take part in cycling lessons Funding has just been received to ensure the children have Learn2ride intervention for those children who do not have access to a bike / need to look at achieving Level 1 – this was 6 children in Year 6 In boxing and kettlebell sport, children will have an appreciation of the journey of professional has been on and also be able to build their resilience 	<p>Kettlebells and focus boxing lessons to be paid for from the PE and Sports Premium budget</p> <p>Learn2ride funding given</p> <p>Swimming funding allocation and Learn2ride was given by Healthy New Town.</p>	<p>50/52 children have achieved bikeability in Year 5 and 6</p> <p>Top up swimming lessons took place. 4 children in Year 6 attended sessions with Year 4 and 5, additional to their own sessions.</p>	<p>This is sustainable as:</p> <ul style="list-style-type: none"> Children will be more confident in the water and they will gain survival techniques, should they need them. Children will be able to ride a bike confidently and safely.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				11%
a. Host one event per half term, which links with a particular need, e.g Sen, G&T, less active, boy specific etc				
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"> Sports council to apply for their roles by completing application forms Sports council to receive a recognised award for their contribution to school life? Red Hall to be the 'sporting hub' and arrange key events for specific groups, on a termly basis. 	<ul style="list-style-type: none"> Sports council will run more events They will take a lead on tidying the gym Further visits to other schools to identify ways to improve current outdoor area. Create links with more local sports clubs Offer taster sessions for clubs to come in and work with children during PE All children in KS2 will participate in at least one after school club throughout the year. Data gathered and analysed, showing all children attended at least one club. Specific groups to have more confidence, which will impact on whole school attainment. 	<ul style="list-style-type: none"> Possibly an award for them? In school rewards? Vouchers? Grants?? 	<ul style="list-style-type: none"> NB has met with the sports council every week. 100% of sports council attend all meetings. Their impact so far, is that they have already began to plan for Sports Day and Sports week. Sports council also helped to collate the data from the pupil questionnaires, both terms. Sports Council led and managed Sports Day, this was successful. Sports council have contributed to the writing of match reports and news letters LS met with the sports council on a termly basis. Records of after school clubs to be checked 	<p>This will be sustainable because:</p> <ul style="list-style-type: none"> A hub would recognise the sporting journey Red Hall had been on and would enable us to create greater links with clubs. Once this is set up, it is a matter of keeping on top of events and external club links. Through creating an engaging PE session with a competitive element, the children who are involved, will begin developing a love of PE and Sport, meaning they will want to participate in future events