

Evidencing the Impact of Primary PE and Sport Premium 2016-2017

Introduction

The following statements describe how St Peter's Church of England Primary School are improving provision of PE and sport. St Peter's Church of England Primary School will also use the funding to improve health and wellbeing.

Physical Education at St Peter's CoE Primary School

Taking part in Physical Education has been proven to have significant benefits for young people. A growing evidence base demonstrates the impact that high quality PE and sport has in improving educational standards. It helps young people become more active and healthy, and can play a central role in developing young people's confidence and self esteem, helping develop team working and wide social and personal skills.

St Peter's Church of England Primary School is committed to delivering two hours of weekly high quality PE to every pupil by:

- 1) making sure all pupils are included;
- 2) allocating equipment and space fairly and effectively;
- 3) deploying, supporting and developing our staff effectively;
- 4) using Core Task assessment as a tool to inform planning;
- 5) planning and delivering inclusive lessons which follow a carefully planned and graduated progression building upon what pupils of all abilities already know, understand and can do;
- 6) planning and delivering differentiated activities and a wide range of success criteria;
- 7) planning and delivering opportunities for challenge;
- 8) monitoring and evaluating pupils' progress and the quality of the outcomes they achieve in order to identify next steps;
- 9) rewarding and celebrating pupils' achievements;
- 10) providing opportunities for pupils to self-evaluate and peer evaluate performances.

Through the delivery of high quality Physical Education, including Out of Hours Opportunities and Competitive Opportunities, we intend to give pupils the skills, confidence and desire to be physically active throughout their lives.

Department for Education Vision for the Primary PE and Sport Premium:

- ALL pupils leaving primary school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport

Our Objective:

To achieve self-sustaining improvement in the quality of PE and sport in primary schools against **5 key indicators:**

1. the **engagement** of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. the **profile** of PE and sport being raised across the school as a tool for whole school improvement
3. increased **confidence, knowledge and skills** of all staff in teaching PE and sport
4. broader **experience** of a range of sports and activities offered to all pupils
5. increased **participation** in competitive sport

Financial Year 2016/2017

Total fund allocated: **£9020**

Please visit <http://www.st-peters-school.org.uk/category/sports/> for evidence related to the outcome indicators.

PE and Sport Premium Key Outcome Indicator	School Focus/ planned <u>Impact</u> on pupils	Actions to Achieve	Planned Funding	Actual Funding	Evidence	Actual Impact (following Review) on pupils	Sustainability/ Next Steps
The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles.	<p>Pupils are able to articulate/describe healthy lifestyle choices and the impact on their health and wellbeing. This reasoning is underpinned by scientific understanding.</p> <p>Pupils make healthy lifestyle choices inside and outside of school. By modelling these choices, pupils apply positive peer pressure on others to also make good choices.</p>	<p>Ongoing use of DPA resources from Babcock Subscription.</p> <p>Training of Lunchtime MTA Leader in relation to Change4Life. Develop role to promote regular physical activity</p> <p>Investment in resources to support Change4Life and other playground initiatives.</p> <p>Pupils participate in DPA alongside PE lessons to ensure regular physical activity.</p>	£750	£750	<p>Pupils conversations.</p> <p>Teacher conversations.</p>	<p>Following recent changes within the structure of Babcock, the professional CPD support from Babcock has deteriorated in quality. However, the online resources have remained useful for staff. This has ensured that teachers have resource support to help plan for pupil progress. The impact on pupils is that teachers are using Core Tasks (from the resources) to make good assessment judgements in order to promote progress.</p> <p>The lunchtime provision is developing. Our lunchtime staff understand the importance of play and promote/facilitate regular physical activity e.g. tennis, cricket, football alongside parachute games. The impact on pupils is that they have a greater breadth of engaging lunchtime activities which are actively promoted by our staff.</p>	<p>Look towards moving away from Babcock CPD and use another provider e.g. South Dartmoor to provide subject leader support.</p> <p>The lead lunchtime MTA has changed. The new leader holds regular meetings with the PE Co-ordinator and Assistant Head in order to develop the playtime provision, including purchasing resources. The lead lunchtime MTA is going to visit Bovey Tracey Primary School, a high quality provider, with the PE Co-ordinator and Assistant Head in order to see best practice in action.</p> <p>Following a recent CPD session with Dr Bert Bond from the University of Exeter Children’s</p>

	<p>Pupils are regularly active rather than having spikes and lulls in their activity levels. This includes, but is not limited to, increased activity within lessons.</p>	<p>Pupils to be given the opportunity to take part in Level 1 (inter and intra school) mass participation events, e.g. Cross Country, in which taking part is celebrated.</p> <p>Pupils participate in PSHCE, Science and PE linked lessons to develop a connected understanding of physical activity, health and wellbeing. ECFC Football in the Community +Sport programme focussed on Year 4 and Year 5 pupils.</p> <p>PSHCE linked work in relation to Healthy Eating and Active Lifestyle. This annual event is scheduled for Summer 2017.</p> <p>Celebration of healthy and active</p>				<p>Earlier in the academic year, Year 6 were trained by the PE Co-ordinator in leading playground games. Currently, twenty Year 5 pupils are being trained by South Dartmoor School Sport Partnership to be playground leaders. The impact on pupils is that they are becoming leader and driving the change/progress which we want. It has also been a context in which to engage some pupils who are less engaged/active, within a leadership role and develop their confidence in PE/sport.</p> <p>There is some evidence of DPA, but at present this is irregular, inconsistent and not necessarily high intensity. The impact on pupils when it has taken place has been increased concentration/focus and better retention of learning (as the learning is in a context). Furthermore, being active and learning have been fund</p> <p>KS2 evidence bank illustrates a high percentage of pupils how have taken part in Level 1 and Level 2 mass participation events. The impact is that it sends message that PE and School Sport are for all - not just a minority.</p> <p>The annual Healthy Lifestyle Week has resulted in pupils talking about making better food choices. The next event is scheduled for Summer 2017. The</p>	<p>Health and Exercise Research Centre, the PE Coordinator, Assistant Head and Headteacher are going to work with staff to see if DPA can become regular and high intensity.</p> <p>Further staff training, linked to the work of Dr Bert Bond, to be shared with teacher and parents in order to address of the issue of sugar within the diet of our pupils.</p> <p>There is a need to consistently praise healthy food choices. Whilst Change for Life stickers as a praise too have been used, further work is needed in order to create a behaviour shift.</p>
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		lifestyles within Worship.				impact has been that pupils have been able to explain why some choices are better than others.	
The profile of PE and sport being raised across the school as a tool for whole school improvement	<p>Pupils are active within their learning and use PE as a tool for improvement in Numeracy.</p> <p>Pupils make links between being active and successful learning.</p>	<p>Teacher CPD in relation to Maths of the Day.</p> <p>License for Maths of the Day allowing access to all teachers.</p> <p>Maths of the Day is extended to include Early Years. Staff training/support to ensure that the full potential is realised.</p> <p>Ongoing development of engaging playful learning opportunities.</p>	£595	£595	<p>Pupils conversations.</p> <p>Teacher conversations.</p>	<p>Teachers have used Maths of the Day as the foundation stone for incorporating PE into other subject areas.</p> <p>Pupils now regularly access lessons/units of work which include active learning, although Maths of the Day is not always the tool used.</p> <p>Pupil feedback in relation to active learning is very positive with several pupils talking about how it helps their concentration/focus and feels enjoyable.</p>	The playful learning focus will continue during the forthcoming academic year.
Increased confidence, knowledge and skills of all staff in teaching PE and sport	<p>Improved teacher subject knowledge leads to pupils accessing high quality PE teaching and make a good or better level of progress.</p> <p>Provision includes support for new</p>	<p>PE Specialist Consultant to deliver bespoke CPD.</p> <p>PE Specialist Consultant to help develop provision for those with additional needs.</p>	£5070	£5070	<p>Lesson observations.</p> <p>Analysis of planning, including planning for progression.</p>	<p>Teacher evaluations demonstrate clear evidence of an increase in teacher confidence when planning and delivering Physical Education. Teachers are much more reflective. This includes CPD support for NQT staff and recently qualified staff. As a result the overall quality of PE has improved.</p>	<p>In the 2017-2018 academic year, most teachers will be teaching a new age group. Although no teachers are teaching a new phase, there is a clear need for CPD for some teachers to ensure that there is continued good progress in PE.</p> <p>The KS2 curriculum will be reviewed during the</p>

	<p>staff, including NQT staff, and recently qualified staff. This will lead to consistently good or better than good pupil progress across all phases.</p> <p>A greater proportion of pupils meet PD expectations in Foundation.</p> <p>Development of PD provision in Nursery so teaching is at least good with some better than good.</p> <p>Pupils with additional needs are supported and make good or better than good progress.</p>	<p>Release time for planning and reflection.</p> <p>Monitoring and evaluation of impact.</p> <p>Access to South Dartmoor resources.</p>			<p>End of term review with subject leader.</p>	<p>The new planning for Reception and KS1 has helped teachers deliver lessons which ensure good pupil progress.</p> <p>The Early Years (Nursery) team have recently started an overhaul of their curricular structure. At present, data in relation to PD in Nursery is not available.</p> <p>Funfit is providing for those pupils with additional needs to ensure that they make good or better than good progress.</p> <p>The impact of the curricular developments on pupils has been that they have accessed a progressive curriculum which has built upon their current skills (assessment for learning at the heart).</p>	<p>forthcoming year to ensure that there is breadth, balance and a structure which promotes progress.</p>
<p>Broader experience of a range of sports and activities offered to all pupils</p>	<p>Pupils to take part in Bikeability (refer also to kickstarting healthy active lifestyles)</p>	<p>Ensure that all pupils in Year 5 (primary focus) and Year 6 (catchup) access Bikeability.</p>	<p>£150.00</p>		<p>Percentage of pupils St Peter's CoE Primary School who are able to cycle.</p>	<p>All Year 5 pupils were offered the opportunity to take part in Bikeability with all but two pupils achieving Level 2. Liaising with the local PCSO, we continue to monitor cycling and cycling behaviour in the community. However, there have been very few complaints.</p>	<p>Bikeability to continue next academic year. Pupils who did not attain Level 2, to be given a second opportunity to achieve Level 2.</p>

	<p>All upper KS2 pupils take part in OAA watersports in order to develop broader experience in tune with our local context.</p> <p>Refer to below points contained within: The growth in the range of provisional and alternative sporting activities;</p>	<p>Ensure that pupils in Lower KS2 can access Learn to Ride Training.</p> <p>Development of lunchtime provision (see engagement of all pupils in regular physical activity).</p> <p>All upper KS2 pupils take part in OAA watersports.</p>			<p>Monitoring of pupil travel to school.</p> <p>Monitoring of lunchtime activity levels.</p> <p>Pupil conference.</p>	<p>The impact has been that our bike rack continues to be busy - pupils are making alternative transport choices.</p> <p>Lower KS2 pupils were not offered (by the provider) the opportunity to take part in Learn to Ride.</p> <p>Upper KS2 provide positive feedback in response to the OAA watersports provision. Several have commented that they would like to continue with these activities in the future.</p> <p>A KS2 teacher has been trained in inclusive tennis in order to broaden our curricular and extracurricular offer. The impact is that pupils who are less engaged in extra-curricular PE, and lack confidence, have been given the opportunity to develop their skills.</p>	<p>Seek to ensure that lower KS2 do have access to Learn to Ride - even on a needs basis rather than a universal basis.</p> <p>OAA Water Sports to continue. However, in terms of assessing impact, there will be a pre-OAA and post-OAA assessment. A greater emphasis will also be placed on signposting pupils to opportunities to continue/build upon their experience.</p> <p>Feedback from Club and Competition/Festival participation, will be shared with staff, including clubs suggested by those pupils who do not currently attend clubs.</p>
<p>Increased participation in competitive sport alongside development (participation) activities.</p>	<p>Pupils are offered competition pathways to represent St Peter's CoE Primary School at EALC events and East Devon Events.</p> <p>Pupils are offered access to development opportunities (festivals, SEND/PPG events)</p>	<p>Attend EALC meetings.</p> <p>Attend EALC Sport Events (including specific events for SEND and PPG pupils). All event are well organised, risk managed and well resourced.</p> <p>Regular communication with</p>	£1800	£1800	<p>Percentage of pupils representing St Peter's CoE Primary School, including those representing the school for the first time</p>	<p>Initial KS2 data reveals that a high proportion of pupils participate in at least one club. Furthermore, a high percentage of pupils participate in at least one festival or competition. The impact is that pupils view PE and School Sport as being accessible for all pupils, not just a minority.</p> <p>St Peter's represented East Devon at the Devon finals for Year 5/Year 6 Hockey, Year 3/Year 4 Boys Cross Country and Year 5/Year 6 Go Ride Cycling.</p>	<p>Liaise with School Games organisers to ascertain the possibility of a Devon Ability Games being held closer to East Devon (events were North Devon and Plymouth).</p>

	and develop their skills when representing St Peter's CoE Primary School at EALC events.	EALC and East Devon. L1 competition/trials to develop teams.				St Peter's have also performed well at several Level 2 Exmouth events, including but not limited to Gymnastics, Netball and TAG Rugby. Pupils have attended SEND PE events. Pupil feedback was very positive.	

Additional Indicators:

- 6) How much more inclusive the physical education curriculum has become;
- 7) The growth in the range of provisional and alternative sporting activities;
- 8) The improvement in partnership work on physical education with other schools and other local partners;
- 9) Links with other subjects that contribute to pupils' overall achievement and their greater social, spiritual, moral and cultural skills;
- 10) The greater awareness amongst pupils about the dangers of obesity, smoking and other such activities that undermine pupils' health.

PE and Sport Premium Key Outcome Indicator	School Focus/ planned <u>Impact on pupils</u>	Actions to Achieve	Planned Funding	Actual Funding	Evidence	Actual Impact (following Review) on pupils	Sustainability/ Next Steps
How much more inclusive the physical education curriculum has become;	Pupils with additional needs have access to FunFit and other bespoke support focussed on improving agility, balance,	Staff training inc release/cover time to deliver Fun Fit within Early Years and KS1 Staff have an opportunity for informal CPD support from PE	£175		Register of pupils who access additional PE provision. Monitoring and evaluation of progress and outcomes.	SEND provision records demonstrate increased FunFit provision in order to meeting the needs of pupils in KS1 and KS2. As stated above, KS1 and KS2 pupils have participated in local SEND PE events. The impact on pupils has been	

	co-ordination and overall good progression in PE.	Specialist Consultant. Access to SEND and PPG specific festivals to celebrate physical activity, sport and healthy lifestyle.					
The growth in the range of provisional and alternative sporting activities;	<p>Purchase of additional resources to access a broader range of sports.</p> <p>Pupils who have achieved a good level of swimming development are able to develop Swimming Lifesaving / Water Safety skills.</p> <p>See other notes in relation to FunFit and alternative provision.</p>	<p>Development of healthy and active Wrap Around provision to include active morning and/or after school activities.</p> <p>Development of stronger relationships with community groups e.g. Budleigh Tennis Club.</p>	£180	£180	<p>Club List</p> <p>Wrap Around Provision Offer</p> <p>Lesson planning for Water Safety and Lifesaving skills.</p> <p>Pupils conference.</p>	<p>Recent Striking and Fielding CPD, Cricket CPD (staff training and Chance to Shine), have encouraged KS1 and KS2 staff to broaden their provision. Whilst not every teacher will deliver cricket, they have been encouraged to incorporate aspects/games from the training into their provision.</p> <p>Recently, a member of staff who accessed training on inclusive tennis has applied her training within an inclusive tennis club. Clear evidence of broadening activities.</p> <p>Within KS2, Hockey has been delivered for the first time, primarily as an extracurricular activity, but also as curricular activity for those who have shown promise.</p> <p>With the development of our swimming pool (new roof and changing rooms), pupils are now swimming for a greater proportion</p>	

						of the academic year. Pupils in Year 6 access lifesaving and water skills in order to broaden the curricular offer.	
The improvement in partnership work on physical education with other schools and other local partners;	<p>Pupils have the opportunity to access G&T events with ECC to extend their physical development further.</p> <p>Pupils have access to festival events to promote growth and development of skills in a non-competitive 'friendly' context.</p> <p>Pupils have access of PPG and SEND festivals.</p> <p>Pupils access Chance to Shine via improved relationship</p>	<p>Pupils to access EALC G&T provision</p> <p>KS1 and KS2 pupils to attend festival events, including Netball.</p>	£100	£100	<p>Monitoring and evaluation of pupils progress.</p> <p>Percentage of pupils representing St Peter's CoE Primary School, including those representing the school for the first time.</p> <p>Pupils conference.</p>	<p>Spending in this specific area is actually significantly higher than the £100 stated as transport costs associated with such events are not included.</p> <p>Pupils have access curricular time G&T PE provision in relation to Netball, Gymnastics and Hockey. G&T provision has been linked to Level 2 and Level 3 competition in order to provide pupils with a context to apply their increased knowledge and skills.</p> <p>As stated above, KS1 and KS2 pupils have participated in local SEND PE events.</p> <p>During the academic year we have involved the following organisations in supporting PE and School Sport</p> <p>Tour of Britain (Cycling) British Cycling (Cyclocross) Execel (Bikeability) ECFC Football in the Community (+ Sport Move) Exeter Chiefs (Aviva Tackling Numbers) Devon Cricket and Budleigh CC (Chance to Shine)</p>	The relationships developed this year, and in previous years, must be maintained to ensure that pupils continue to access curricular enrichment and curricular support.

	with Budleigh Salterton CC. Pupils are offered festival opportunities organised by EALC.						
Links with other subjects that contribute to pupils' overall achievement and their greater social, spiritual, moral and cultural skills;	Pupils are active within their learning and use PE as a tool for improvement in Numeracy.	See above in relation to Maths of the Day	See above		Monitoring and evaluation of pupils progress. Pupils conference.	Teachers have used Maths of the Day as the foundation stone for incorporating PE into other subject areas. Pupils now regularly access lessons/units of work which include active learning, although Maths of the Day is not always the tool used. Pupil feedback in relation to active learning is very positive with several pupils talking about how it helps their concentration/focus and feels enjoyable.	Based upon teacher feedback, we have decided not to continue with Maths of the Day as teacher feel confident enough to deliver this objective without the support of the resource.
The greater awareness amongst pupils about the dangers of obesity, smoking and other such activities that undermine pupils' health.	Pupils have access to well resources and engaging learning opportunities, including tasting and cooking opportunities, in order to	Whole School Healthy Eating and Healthy Lifestyle Week as part of a progressive spiral PSHCE curriculum which supports outcomes from PE.	£200	£200	Evidence from Topic Books (photographs, work, post it notes and teacher observations and assessment judgements)	The outcomes of the Healthy Lifestyle Week 2016 clearly demonstrate, across all ages, that pupils have increased their understanding of the dangers to their health. Our PSHCE curriculum makes clear links between health and physical activity/sport.	Moving towards Healthy Lifestyle Week 2017, there is a need to clearly evidence how (i.e.in what particular areas) pupil knowledge and understanding has increased. Based upon our work with Dr Bond from the University of Exeter, the focus for 2017 will be sugar.

	promote a healthy lifestyle.				Pupil conference.		
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