

## Westfield Primary School Sports Premium – 2018/2019

Academic Year: 2018/19	Total fund allocated: £19,580	Date Updated: July 2019		
<b>Key indicator 1:</b> 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: 7.7%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<b>To ensure pupils participate in at least 30 minutes of moderate to vigorous activity every day.</b>	<ul style="list-style-type: none"> <li>- Training for ‘Playtime Pals’ (young leaders) in playground activities.</li> <li>- Fitness challenges led by ‘Playtime Pals’ (young leaders). All pupils to try and beat their personal best.</li> <li>- Regularly speak with pupils across the school to obtain feedback about how to improve PE and sport provision.</li> <li>- Staff knowledge of how to incorporate physical activity into classroom lessons.</li> </ul>	£1,500	<ul style="list-style-type: none"> <li>- 61 pupils have been trained up as Playtime Pals in Years 4, 5 and 6.</li> <li>- 77% of pupils walk, cycle, or scoot consistently to and from school. Previously 71%.</li> <li>- 2 lunchtime supervisors run a different activity every lunchtime (e.g. skipping, rounders, bowls).</li> <li>- Staff using resources from the internet (e.g. BBC Supermovers) to ensure classrooms are becoming more active.</li> </ul>	<ul style="list-style-type: none"> <li>- To train more pupils as Playtime Pals – e.g. new Year 4 starting in September 2019.</li> <li>- Inform staff about new methods of delivering Active lessons.</li> </ul>

**Wider impact as a result of the above:**

- Pupils are more active in the school day – especially during break times and lunchtimes.
- Pupil leadership in the playground has reduced behaviour problems at lunchtimes and has given children in EYFS and KS1 role models to look up to.
- Using the Active School Planner the amount of pupils being active has risen throughout the school day.
- Attitudes to physical activity have improved and more children have greater stamina when completing longer activities.

<b>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				30.6%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p><b>To improve PE resources across the school.</b> To enable staff to deliver lessons with more confidence and pupils to recognise the importance of PE and sport in the school.</p>	<ul style="list-style-type: none"> <li>- Purchase equipment, kit and resources that are sustainable and will be used.</li> </ul>	£6,000	<ul style="list-style-type: none"> <li>- 93% of pupils in Year 1 through to Year 6 are at ARE or higher in PE.</li> <li>- 100% of lessons observed were judged as ‘good’ or ‘constantly good’.</li> </ul>	<ul style="list-style-type: none"> <li>- Audit equipment to identify what may need replenishing or purchasing.</li> <li>- Equipment can be used for multiple purposes – e.g. PE lessons, clubs, inter house and inter school competitions.</li> </ul>
<p><b>To gain the School Games Mark Gold Award</b> To increase the image of PE and sport in the school and to gain nationally recognised awards.</p>	<ul style="list-style-type: none"> <li>- See target sheet from School Games Mark validation in July 2018.</li> <li>- Become a Level 2 member of the Youth Sports Trust.</li> </ul>	N/A	<ul style="list-style-type: none"> <li>- Achieved SGM Gold – June 2019</li> </ul>	<ul style="list-style-type: none"> <li>- To research into the AfPE award.</li> </ul>

<p><b>To utilise an extra notice board to share the success of what pupils are achieving outside of school in sport.</b> To share what pupils are achieving outside of school which can show pupils' characteristics and interests that they may not show/share in school. Therefore, pupils will feel proud of their achievements.</p>	<ul style="list-style-type: none"> <li>- Inform pupils and parents about sharing sporting successes with their child's teacher.</li> <li>- Update notice board regularly.</li> </ul>	<p>N/A</p>	<ul style="list-style-type: none"> <li>- End of year sports presentation took place in the Summer Term to celebrate efforts of pupils.</li> </ul>	<ul style="list-style-type: none"> <li>- To continue to share pupil's sporting achievements in September 2019.</li> </ul>
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**Wider impact as a result of the above:**

- 85% of pupils attend at least one club in the community which is complimenting activities on school and in the curriculum.
- It is hoped that self-confidence/esteem will enhance when pupils have the opportunity to share their sporting successes outside of school.
- Gaining nationally recognised awards increases the school's profile of PE and sport in the community.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				40.8%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p><b>To organise CPD for teachers.</b> Staff will be upskilled and more confident when planning and teaching specific PE areas, therefore all pupils will receive good and constantly good teaching.</p>	<p>All teachers undertook the FA Primary Teachers' Award during 3 staff meetings throughout the year.</p> <p>All teachers to observe, participate and reflect on curriculum time lessons delivered through school sport partnerships with Tigers Trust and Hull FC (main focus on multi-skills and invasion games).</p> <p>All staff observed and reflected 6 weeks of gymnastics teaching delivered by Harry Sheader (gymnastics coach).</p> <p>EYFS and Y2 teachers observed, participated and reflected on curriculum time lessons delivered by Flex Dance.</p> <p>In Spring 2, Y4 teachers observed, participated and reflected on curriculum time lessons delivered by Chance 2 Shine Cricket.</p> <p>Use an holistic approach over the next 2 years to upskill staff in all aspects of the PE curriculum. This year focus on invasion games, athletics and OAA.</p> <p>Organise CPD accordingly both in</p>	<p>£8,000</p>	<ul style="list-style-type: none"> <li>- Better subject knowledge and teaching craft for all teachers. All teachers have commented positively on CPD they have observed and been involved in this academic year.</li> <li>- Subject Leader more confident of their role.</li> </ul>	<ul style="list-style-type: none"> <li>- To audit staff to see where there are gaps in their confident and knowledge.</li> <li>- Plan what support and CPD is needed from September 2018.</li> </ul>

	and out of school. Encourage staff to attend SSP and NGB coaching courses.			
<p><b>To ensure that the teaching of PE by all teaching staff is at least good or constantly good.</b></p> <p>To recognise and check the standard of PE teaching delivered by teaching staff, therefore all pupils will receive good and constantly good teaching.</p>	Observe all teaching staff during the year. Give feedback and support where needed.	N/A	<ul style="list-style-type: none"> <li>- 93% of pupils in Year 1 through to Year 6 are at ARE or higher in PE.</li> <li>- 100% of lessons observed were judged as 'good' or 'constantly good'.</li> </ul>	<ul style="list-style-type: none"> <li>- To continue next academic year.</li> </ul>
<p><b>To ensure that the teaching of PE by outside agencies and coaches used within school is at least good or constantly good.</b></p> <p>To recognise and check the standard of the outside agencies and coaches we use within school, therefore all pupils will receive good and constantly good teaching.</p>	Observe and monitor outside agencies and coaches.	N/A	<ul style="list-style-type: none"> <li>- 93% of pupils in Year 1 through to Year 6 are at ARE or higher in PE.</li> <li>- 100% of lessons observed were judged as 'good' or 'constantly good'.</li> </ul>	<ul style="list-style-type: none"> <li>- To continue next academic year.</li> </ul>

**Wider impact as a result of the above:**

- Skills and knowledge of staff have increased significantly – see results of pupil's attainment.
- We can now spend less of the Sport Premium on this area and allocate it to other areas.

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				10.2%
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
<p><b>To increase the variety of extra-curricular clubs throughout the year.</b></p> <p>To raise the profile of different sports within KS1 and KS2. Encourage further participation in competitions, exercise and a healthy lifestyle.</p>	<p>Ensure that staff holding clubs take registers to record participation.</p> <p>Hold change4life club specifically for children who are inactive across different year groups.</p> <p>Variety of lunchtime and after-school clubs: skateboarding, kickboxing, dodgeball, benchball, gymnastics, judo, dance, football, tag rugby, netball, cricket, golf, tennis, ultimate frisbee, basketball, table tennis</p>	£2,000	<ul style="list-style-type: none"> <li>- Each term we have had 6 after-school clubs running (varying sports each term) and 4 lunchtime clubs. Many clubs have been oversubscribed.</li> <li>- 81% of pupils have taken part in at least one club this academic year. Last year this number was 59%.</li> <li>- Different variety of sports (tennis, dance and gymnastics) has led to pupils participating in these sports outside of school.</li> </ul>	<ul style="list-style-type: none"> <li>- Parents pay a small contribution to allow the clubs to run. This will ensure the clubs are sustainable in the future.</li> </ul>
<p><b>To ensure that low participation groups and G&amp;T pupils are targeted with specific opportunities.</b></p> <p>To increase the amount of sport and opportunities for these pupils.</p>	<p>Set up change4life clubs.</p> <p>Pupil questionnaires</p>	N/A	<ul style="list-style-type: none"> <li>- Targeted clubs (change4life and low confidence club) has increased the attitude and participation of pupils in Year 4 and Year 5.</li> </ul>	<ul style="list-style-type: none"> <li>- Ensure that the correct pupils are targeted for future clubs.</li> </ul>

<p><b>Y6 Sports Ambassadors (School Games Organising Committee).</b> To allow pupils to play a role in the planning, delivery and evaluating of P.E. and Sport at the school.</p>	<p>Choose Y6 Sport Ambassadors. Track progress of their work and opinions.</p>	<p>N/A</p>	<ul style="list-style-type: none"> <li>- The Sport Ambassadors have helped organise and deliver intra-house competitions, written reports for the newsletter and decided on what equipment is required in the playground.</li> </ul>	<ul style="list-style-type: none"> <li>- To select new Sport Ambassadors for next year and get them to lead sport assemblies.</li> </ul>
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**Wider impact as a result of the above:**

- 98% of pupils enjoy PE and sport and want to get involved at any opportunity.
- The 7 Y6 Sports Ambassadors have increased their confidence, self-esteem and leadership skills.
- 85% of pupils who were identified as having low self-esteem/confidence in PE and sport have a better attitude towards the subject due to specific clubs and new activities/sport, e.g. skateboarding, kickboxing and dance.

**Key indicator 5: Increased participation in competitive sport** Percentage of total allocation:  
10.7%

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p><b>To provide a wealth of opportunities for pupils to take part in competitive sport.</b></p>	<p>Take part in competitions run by the East Riding School Sports Partnership and Tigers Trust and other organisations.</p> <p>Ensure we enter 'B' and 'C' teams into tournaments.</p> <p>Run intra-school competitions throughout the year to enable all pupils to compete no matter what level they are at.</p>	<p>£2,100</p>	<ul style="list-style-type: none"> <li>- Entered 50+ competitions across a range of sports, with lots of success</li> <li>- First time we have entered gymnastics and netball competitions.</li> <li>- Entered 'B' teams in 6 competitions and 'C' teams in 2 competitions (March 2018).</li> </ul>	

			- Ran intra-school football, basketball, netball, tennis, TAG rugby, table tennis competitions.	
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**Wider impact as a result of the above:**

- Improved standard of invasion games in curriculum PE.
- More pupils are willing and want to represent the school at sport. Currently, 62% of Year 4 has represented the school this academic in at least one sport (March 2018).
- A stronger sense of belonging to a house with pupils supporting pupils from different year groups.

**Swimming Data – March 2019**

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?	79%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	73%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	95%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	No



