

## Westfield Primary School Sports Premium – 2019/2020

Academic Year: 2019/20	Total fund allocated: £19,555	Date Updated: July 2020		
<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: 45.5%
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>- Games led by ‘Playtime Pals’ (young leaders).</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>	£1,000	<ul style="list-style-type: none"> <li>- 55 pupils have been trained up as Playtime Pals in Years 4, 5 and 6.</li> <li>- 81% of pupils walk, cycle, or scoot consistently to and from school. Previously 77%.</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 2020.</li> <li>- Inform staff about new methods of delivering Active lessons.</li> <li>- Training of Playtime Pals (Young Leaders) to be sustainable during their time at the school.</li> </ul>

<b>Investment in Outdoor Learning (Nature) Area</b>	<ul style="list-style-type: none"> <li>- To develop and create an outdoor learning area to enable pupils to develop a love of the outdoors. This will increase our spaces for outdoor learning and increases 'quiet' spaces within school. It is hoped pupil's mental health and creativity skills will improve within this area.</li> </ul>	£8,000	<ul style="list-style-type: none"> <li>- Pupils and staff have used the area during the school day.</li> <li>- It has been used during after-school clubs.</li> </ul>	<ul style="list-style-type: none"> <li>- Area will be long lasting enabling pupils and staff to use the area for multiple purposes.</li> </ul>
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**Wider impact as a result of the above:**

- Pupils are more active throughout the school day.
- 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.
- The Outdoor Learning Area has been popular with a wide number of pupils and staff for a wide range of purposes.

**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:  
25.7%

School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p><b>To improve PE resources across the school.</b></p> <p>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>	£1,000	<ul style="list-style-type: none"> <li>- 89% 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 2020 – <b>Did not happen due to COVID-19.</b></li> </ul>	<ul style="list-style-type: none"> <li>- To research into the AfPE award.</li> </ul>
<p><b>To implement a Virtual Sports Event</b></p>	<ul style="list-style-type: none"> <li>- Due to COVID-19 design, develop and implement a Virtual Sports Event to replace usual Sports Day in Summer 2.</li> <li>- Houses competing in 6 sport activities, art competition, dance competition and increased social media coverage.</li> </ul>	£200	<ul style="list-style-type: none"> <li>- 65% of pupils took part in the event across the school. Pupils completed the activities at home or at school.</li> <li>- Increased parental engagement and improved physical and mental well-being of families during the pandemic.</li> </ul>	<ul style="list-style-type: none"> <li>- Could easily be adapted for other types of virtual competitions if further lockdowns occur.</li> </ul>
<p><b>To ensure more pupils in Y4 and Y5 have access to catch-up swimming lessons.</b></p>	<ul style="list-style-type: none"> <li>- Identify pupils that did not attain the required KS2 Swimming standards.</li> <li>- 10 weekly sessions.</li> <li>- Organise pool time and transport to the leisure centre.</li> </ul>	£4,000	<ul style="list-style-type: none"> <li>- <b>The lessons were due to take place in the Summer Term. Did not happen due to COVID-19.</b></li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>

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

- 62% of pupils attend at least one club in the community which is complimenting activities on school and in the curriculum. **Percentage lower from previous year due to COVID-19.**
- 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:
				18%
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>Y1, Y3 and Y5 teachers to observe, participate and reflect on curriculum time lessons delivered through school sport partnerships with Tigers Trust. <b>Did not happen due to COVID-19 for Y5 teachers.</b></p> <p>EYFS and Y2 staff observed and reflected 6 weeks of gymnastics teaching delivered by Harry Sheader (gymnastics coach).</p> <p>In Summer, Y3 teachers observed, participated and reflected on curriculum time lessons delivered by Chance 2 Shine Cricket. <b>Did not happen due to COVID-19</b></p> <p>Use a holistic approach over the next 2 years to upskill staff in all aspects of the PE curriculum. This year focus on invasion games.</p> <p>Organise CPD accordingly both in and out of school. Encourage staff to attend SSP and NGB coaching courses. <b>Did not happen due to COVID-19</b></p>	£3,500	<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> </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 2020.</li> </ul>

<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>	<p>Observe all teaching staff during the year. Give feedback and support where needed.</p>	<p>N/A</p>	<ul style="list-style-type: none"> <li>- 89% 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>	<p>Observe and monitor outside agencies and coaches.</p>	<p>N/A</p>	<ul style="list-style-type: none"> <li>- 89% 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:
				0%
<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> 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>Variety of lunchtime and after-school clubs: dodgeball, benchball, gymnastics, judo, football, netball, cricket, tennis, table tennis</p>	N/A	<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>- 62% of pupils have taken part in at least one club this academic year. Last year this number was 81%. <b>Numbers reduced due to COVID-19.</b></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>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>	N/A	<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>

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

- 95% of pupils enjoy PE and sport and want to get involved at any opportunity.
- The 4 Y6 Sports Ambassadors have increased their confidence, self-esteem and leadership skills.
- 72% 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.

**Key indicator 5: Increased participation in competitive sport**

Percentage of total allocation:

10.8%

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 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 20+ competitions across a range of sports, with lots of success. <b>Not as many this year due to COVID-19</b></li> <li>- Entered 'B' teams in 4 competitions and 'C' teams in 2 competitions.</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to attend and monitor fixture and competition calendar.</li> </ul>

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

- Improved standard of invasion games in curriculum PE.
- A stronger sense of belonging to a house with pupils supporting pupils from different year groups.

## Swimming Data – July 2020

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?	61%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	98%
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?	Yes – but did not occur due to COVID-19.



