

Bligh Primary School PE and Sport Premium Funding 2018-2019



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| Key achievements to date: | Areas for further improvement and baseline evidence of need: |
| <ul style="list-style-type: none"> Increasing the amount of physical activity the children participate in on a daily basis during school day. | <ul style="list-style-type: none"> Increase participation rate in after school and before school activities. Staff training and competence in delivery high quality PE lessons. |

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| 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. | 87% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 51% (96% can swim at least 5m front and back stroke). |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 82% |
| 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? | Yes |

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| Academic Year: 2018/19 | Total fund allocated: £ 25,560 | Date Updated: | | |
| 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: % |
| 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"> A range of equipment purchased for PE lessons, after school clubs and lunchtime activities. | <ul style="list-style-type: none"> Inventory of PE equipment and yearly curriculum map planned early in Term 1 to allow suitable time for ordering new equipment Specific lunchtime equipment purchased and a range of | £4,000 | <ul style="list-style-type: none"> Equipment: PE store was adequately equipped to teach a range of different sports Lunchtimes: new lunchtime 'Zones' scheme introduced allowing safer, more engaging | <ul style="list-style-type: none"> Complete Inventory of current equipment and order any missing or replacement equipment in preparation for new academic year Pupil Voice on lunchtime |

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| | structured activities offered | | and more 'active' lunchtimes. | activities - termly plan <ul style="list-style-type: none"> Parent Forum Swimming badges and awards to be introduced |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| | | | | % |
| 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"> Establish 'Daily Mile' across the school to enable all children to develop healthy and active lifestyles, particularly those children that are physically less active. This should improve concentration and attainment in the classroom and children will develop a better understanding of the importance of healthy and active lifestyles. | <ul style="list-style-type: none"> Trial 'Daily Mile' with lower KS2 in Term 1 Review trial to implement across the rest of the school Feedback from staff and pupils | £500,00 | <ul style="list-style-type: none"> All children take part in the Daily or Bligh Mile. The feedback from both children and staff is very positive. Increased activity Promoting healthy lifestyles. Parents have been positive about the innovative. | <ul style="list-style-type: none"> This will continue next year. |
| <ul style="list-style-type: none"> Interventions in place for the children to develop fine and gross motor skills groups in KS1 providing an opportunity for children who need extra support to further develop their PE skills (strength and balance). Promote new school values and their links to sport especially resilience and Team work | <ul style="list-style-type: none"> Inclusion Leaders to identify children who need additional support with gross motor skills Teaching Assistants to deliver BEAM / Fizzy programmes on a daily basis with targeted children in KS1 and Lower KS2 Children who attend sports club outside of school celebrated and promoted in assemblies. Launch of a school value per term | | <ul style="list-style-type: none"> Children who attended intervention groups made good progress in their gross motor ability. There has been an improvement in behaviour from the most vulnerable children. | <ul style="list-style-type: none"> Specific training for identified staff delivering gross motor interventions Protected and designated time allocated for the sessions to have a greater impact Purchase 'Balance Bikes' to support the early development of gross motor skills in Early Years and KS1 |

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| <ul style="list-style-type: none"> • Introduction of Forest school to improve self-confidence, self-esteem, teamwork and resilience. • Sports for schools representatives organising a sports morning for all the children and fun raising activities. | | £10000 | <ul style="list-style-type: none"> • Children are able to articulate their sporting achievements and when asked link them to our school values. • Sports for schools helped the school raise £500.00 • As well as providing international athletes to perform for the children. | <ul style="list-style-type: none"> • This will happen next year too. |
| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: % |
| 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"> • Teachers supported through Talk for Teaching and peer to peer support. | <ul style="list-style-type: none"> • In 'post' and teaching every day across all year groups • Regular lesson observations, coaching and mentoring provided to Sports Apprentices, • Cross-Trust PE 'Talk for Teaching' sessions at Barnsole and Bligh | £3000 | <ul style="list-style-type: none"> • All year groups benefit from high quality, purposeful PE lessons • Quality of PE teaching and confidence has improved • Sports Apprentices are delivering well-planned lessons and acting upon feedback from specialist PE teacher to further improve their practice • PE lessons are more active and there is an increased focus on 'application to game' scenarios opposed to skill-based activities which has given pupils a deeper understanding of sporting contexts | <ul style="list-style-type: none"> • Specialist PE teacher to work alongside all teachers from Year 1-Year 6 in 2019-2020 |

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| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
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| 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"> Provision of a broader range of after school clubs - source specialist coaches. | <ul style="list-style-type: none"> Specific squad training in preparation for fixtures Pupil Voice - children to have a say in what clubs they would like at school Contact external coaches for specialist activities Contact parents and carers to run voluntary clubs | £7000 | <ul style="list-style-type: none"> Multiple clubs available every day after school across all year groups 'Girls only' multi-sports club introduced - raised participation in girls' sport – good numbers attending Greater number of children attending after school sports clubs | <ul style="list-style-type: none"> Outreach to external providers for a greater range and breadth of specialist sports clubs after school for Years 1-6 on offer in both the Infants and Juniors every day Pupil Voice - on what clubs they would like to see on offer |
| <ul style="list-style-type: none"> A range of equipment purchased for PE lessons, after school clubs and lunchtime activities. | <ul style="list-style-type: none"> Inventory of PE equipment and yearly curriculum map planned early in Term 1 to allow suitable time for ordering new equipment Specific lunchtime equipment purchased and a range of structured activities offered and delivered by Sports Apprentices | £2,000 £1,500 | <ul style="list-style-type: none"> Equipment: PE store was adequately equipped to teach a range of different sports | <ul style="list-style-type: none"> Complete Inventory of current equipment and order any missing or replacement equipment in preparation for new academic year Pupil Voice on lunchtime activities - termly plan Parent Forum Swimming badges and awards to be introduced |

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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
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| 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"> Transport for fixtures | <ul style="list-style-type: none"> Enquire into prices for minibus companies for fixtures Links with Danecourt to make use of their minibus | £1000 | <ul style="list-style-type: none"> Children were able to compete in off-site fixtures as part of team 'Bligh'. | <ul style="list-style-type: none"> Increase fixtures (MYG) and raise profile of Trust through specialist PE teacher and cross-Trust teams |
| <ul style="list-style-type: none"> To run a whole-school Sports Day with the involvement of the community | <ul style="list-style-type: none"> Review feedback from 2017/18 Establish a pupil action team Pupil Voice - children have a say about what activities they would like Y6 children to work with Nursery and YR Sports Day | Sports Day: £260 | <ul style="list-style-type: none"> Sports Day: pupils were provided with equal opportunities to succeed - participation points, girls compete against girls, boys compete against boys, children sorted into heats based on their ability meaning that everyone had a fair and equal opportunity to succeed Scoring points for their house ensured a competitive but fair outcome and instilled a house ethos amongst year groups All children were active throughout the day Feedback from parents, children and staff was more positive than the previous year - well organised, children had a range | <ul style="list-style-type: none"> Sports Day: review feedback from this year to make further improvements in 2019 – 2020 Aim to include Year R in the whole-school Sports Day in 2019-2020 |

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| | | | of activities, fun element as well as competitive, staff race filled the waiting time while the results were being finalised! | |
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