

Harry Gosling Primary School

Projected Impact of Primary PE and Sport Premium – 2018/19

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>The employment of a PE coach in 2017 has hugely improved the consistency of provision of PE lessons for children in all year groups – from EYFS to Year 6. Teachers and TAs are also now able to provide additional support in lessons, increasing the participation and skill levels of children.</p> <p>Additional lunchtime clubs have been introduced, increasing the profile of sports and positive teamwork at lunchtimes. There is now capacity for more than 200 children to attend these structured clubs every week. Children are motivated to attend these clubs, and refer to the PE coach as a positive role model.</p> <p>Children also have access to daily after-school clubs, which are tailored to meet the interests and needs of the children at Harry Gosling Primary School.</p> <p>Achievement of Healthy Schools Bronze, Silver and Gold Awards for a range of projects promoting healthy lifestyles with children and families.</p>	<p>Girls' attendance at clubs has increased from 20% to 40% over the academic year. We will be looking to continue to increase participation and to engage girls more in after-school clubs.</p> <p>To reduce the percentage of children who are overweight by continuing to develop children's access to different sports and active play in afternoons, as well as through targeted intervention sessions.</p> <p>To increase staff subject knowledge through continued support from PE coach, and development of PE coach's practice.</p> <p>Increase liaison with parents to encourage continued provision for swimming past Years 3 and 4, including reports on progress and recommendations for areas to improve.</p>

Academic Year: 2018/19	Total fund allocated: £19,260	Date Updated: September 2018
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Key indicator 1: The engagement of all 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

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Projected impact:
<ul style="list-style-type: none"> - Children to access more regular, tailored lunchtime sports clubs. - Children to have more access to organised sports activities. 	<ul style="list-style-type: none"> - PE coach to run structured lunch time sports clubs for Years 1 to 6, enabling daily access to physical activity. - Continued provision of additional after school clubs to promote healthy and active lifestyle choices. - Increased involvement of teachers and TAs in running sports activities. - Children in Years 1-3 to have further time for sports scheduled in the afternoons, supervised by TAs and teachers. 	(£21,600 – across multiple key indicators)	<ul style="list-style-type: none"> - Broaden our pupils’ experiences of sports, encouraging lifelong participation, improvement in fitness levels. - Increase in the number of children participating in physical games and sports activities. - SMSC – children cooperating and working together to play games. - Increase in children’s confidence, with children inspired to take part in sporting activities/work hard at their chosen sport. - An opportunity for talented children to shine, opportunity to meet other children with similar interests, opportunity to build friendships with peers from other schools, children develop the skill of good sportsmanship.
<ul style="list-style-type: none"> - Children to access specialist instruction in sports to enable access and improvement through employment of specialist dance coach to run additional club at lunchtime. 	<ul style="list-style-type: none"> - Continued provision of clubs tailored to interests of children, especially girls, in KS2. 	£4,000	<ul style="list-style-type: none"> - Broaden our pupils’ experiences of sports encouraging lifelong participation. - Fitness levels improve. - Increase in the number of children, especially girls, participating in physical games and sports activities. - SMSC – children cooperating and working together to play games.

<ul style="list-style-type: none"> - Children to participate in more imaginative and physical play at lunchtime through continued provision of Playpod equipment. - Additional provision of more sports equipment for break and lunchtimes (separate from PE lesson equipment). 	<ul style="list-style-type: none"> - Provision of playtime equipment (regularly changed) to encourage imaginative, physical play during break and lunchtimes. 	<p>£1,500</p>	<ul style="list-style-type: none"> - Increased number of children taking part in imaginative physical activity during play times and lunchtimes, children happier at playtimes, increased fitness levels, SMSC.
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Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Projected impact:
<ul style="list-style-type: none"> - Club attendance, skills and achievements celebrated through performances and provision of certificates in whole-school awards assemblies. - Continued monitoring of attendance and provision of awards in assemblies. - Continued coordination with specialist sports coaches for performances. 	<ul style="list-style-type: none"> - Healthy Schools Lead and TAs monitor club attendance. - Healthy Schools Lead to record attendance and provide certificates at 'Shining Stars' assemblies. - Coordination with specialist sports coaches for celebration assemblies. 	<p>£N/A</p>	<ul style="list-style-type: none"> - Children increase attendance at clubs, encouraging participation and perseverance. - Profile of clubs and sports raised during whole-school events.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Projected impact:
<ul style="list-style-type: none"> - Children to improve skills and understanding of sports through employment of PE coach. - Continued improvement of practice through CPD for PE coach for specific skills (eg. Para-sports). - Continue development of whole-school assessment for each unit of PE. 	<ul style="list-style-type: none"> - Employment of PE coach. - Timetable to ensure rotation of support for all staff, including EYFS teachers and PPA cover teachers. 	(£21,600 – across multiple key indicators)	<ul style="list-style-type: none"> - Improvement in the quality and delivery of PE lessons, teacher confidence in delivering PE lessons improved, children increasingly understanding the importance of physical activities on their health and wellbeing. - Teacher knowledge and understanding of planning and delivering a series of lessons in these curriculum areas to improve, enhanced skills and confidence of staff, improved quality of teaching and learning in PE lessons.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Projected impact:
<ul style="list-style-type: none"> - Faiza’s Wall – climbing wall in playground to offer broader range of physical activities for playtimes. - Specialist Dance instructor employed for Phases 2 and 3, to encourage broad range of physical activities and increase participation of girls. 	<ul style="list-style-type: none"> - Introductory climbing lessons then free play for break and lunchtimes. - Registers for Dance club for Phases 2 and 3, rotated regularly through the year. 	(£2,500 - Tower Hamlets grant for climbing wall)	<ul style="list-style-type: none"> - Children enjoying and increasing physical activity with use of climbing wall at playtimes. - Increased number of girls in Phases 2 and 3 participating in physical activity.
<ul style="list-style-type: none"> - Residential trip offered in Year 6 to Hautbois, including outdoors adventurous activities such as abseiling and kayaking. - ‘Challenge Week’ for Year 5 to continue, with daily trips including outdoors adventurous activities such as rope walks. 	<ul style="list-style-type: none"> - Organisation of residential trip and ‘challenge week’ for years 5 and 6. 	Separate budget.	<ul style="list-style-type: none"> - Children are inspired by challenges and residential. Children have the opportunity to participate in a wider range of activities, building teamwork and confidence, and encouraging problem-solving.

Key indicator 5: Increased participation in competitive sport

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Projected impact:
<ul style="list-style-type: none">- Children to participate in more competitive sports events, to develop team skills, confidence and enjoyment of a range of sports.- Develop competitive opportunities for Years 1-3 to build up skills and understanding of sports competition.- Work with new Stepney Partnership to develop further competition opportunities for all children, including para-sports.	<ul style="list-style-type: none">- Develop partnership with local schools.- Develop clubs targeted at team sports, to provide relevant skills for competitive events.	£N/A	<ul style="list-style-type: none">- Children in Years 1 to 6 to participate in more competitive sports opportunities, including para-sports through the Stepney Partnership.- Increased attendance at 'Team Night' sports club, to build skills and confidence.