

SHIREMOOR PRIMARY SCHOOL PE AND SPORT PREMIUM 2017-18



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At Shiremoor Primary, we receive £16,000 plus an additional £10 per child from Reception to Year 6.

At Shiremoor Primary School we have split the funding into the three key areas for consideration: Physical Education, Healthy Lifestyles Awareness and Competitive Sport. We will spend our Sport Premium grant: £18,910 on the following which will boost our existing Physical Education and sporting provisions:

Physical Education	Raising standards of all our children in Physical Education.			
<u>Objectives</u> <u>Rationale and</u> <u>Evidence</u>	<u>Outcomes</u>	<u>Action</u>	<u>Impact</u>	<u>Cost</u>
<p>Improve staff subject knowledge and confidence in P.E.</p>	<p>A strategic approach to CPD across the school to support the development of PE and Sport</p> <p>Staff deliver high quality PE lessons</p>	<p>Based on an audit conducted Sept 2017, teaching staff requested (FS1 to Y6) to continue to receive support working alongside PE specialists to deliver high quality lessons in at least one area of activity.</p> <p>Staff to observe one another in PE, sharing good practice</p> <p>Access to schemes of work previously purchased.</p> <p>Access to planning and peer planning with PE coordinator and PE specialist teacher.</p> <p>Observations of PE Coordinator for NQT's and experienced staff</p> <p>Observations of all staff by PE Coordinators- NF, SN and LH.</p> <p>Teachers to attend various sporting competitions with children to learn rules for games.</p>	<p>This resulted in there being a 39% increase in staff quantifying their confidence in PE as 7/10 or above. There was also a 16% increase in teachers stating that they enjoyed teaching PE. One teacher stated, "I feel that due to the CPD and support I have been given, I am becoming more confident within different areas of PE which has positively impacted upon the development of the children in my class".</p> <p>The improvement in children was evident as a percentage achieved their age-related expectations when assessed and analysed at the end of academic year 17-18. This was a 4% increase from academic year 16-17 (2016-17 = 67% achieving age-related expectations; 2017-18 = 71% achieving age-related expectations.</p> <p>Use of staff meeting time was dedicated to enhancing PE provision and upskilling teaching staff. We identified the main areas for development and tailored training to meet these</p>	<p>£200</p>

			<p>needs. Both internal and external providers were used. Teachers were given both theoretical and physical support in these areas. Whilst teachers have said they felt more confident in key areas such as gymnastics with the use of training and extra resources and planning support, this is an ongoing area of focus.</p> <p>As a result of the CPD for staff, we were able to further identify areas for development and target planning and intervention where needed. EYFS was identified as a key area- knowing that if we ensure that 'Fundamental Movements' are appropriately taught and practiced in our early years provisions, then we shall see a positive impact upon the performance of our children as they move through school. Support was given to EYFS practitioners with the support of sports coaches for CPD purposes and also schemes of work. As a result of this intervention, there was a percentage increase from 2016 to 2018 in children being assessed as confident in the Fundamental areas tested when their teacher completed observations. This has impacted positively on the current Y1 as they are much more confident and effective in applying these Fundamental skills to their multi skills scenarios.</p> <p>Staff became more confident with the use of PE schemes of</p>	
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			<p>work, planning support from PE specialists and team teaching.</p> <p>Observations showed that structure of lessons had improved since end of previous academic year, but a further focus was needed on progression for children and over periods of time.</p> <p>An increase in the number of children accessing external competitions with a range of teachers- teachers were able to strengthen their understanding of rules and regulations for a variety of sports which further enhanced their understanding for provision in school PE and sport.</p>	
	Staff have a good understanding of PE, Sport and Physical Activity	<p>Staff meetings with a PE and Sport focus to be led by PE coordinator to provide training to raise confidence and competence in teaching and assessment in PE and school sport</p> <p>PE coordinator to deliver training to support staff.</p> <p>PE coordinator to deliver training to NQT's.</p> <p>PE Co-coordinator to attend network meetings with LEA.</p>	<p>A 12% increase in staff stated they thought the current assessment methods within PE across the school were more effective and consistent than in previous years. At the start of the year stated they couldn't comment on the effectiveness of the assessment process as they were inexperienced in assessing in PE in this way. PE leads offered tailored training to address this and introduce planning additional resources to support with assessment. This percentage 100% decreased with some staff stating they know it is effective but they need to continue building their confidence with this new tool over the coming year.</p>	£100

			<p>PE leads introduced 'I can' targets for children to reflect on their own performance in KS2 initially. These linked to the KPI's teachers used as part of their assessment process. 100% of KS2 teachers who trialed this resource said it also helped them with their understanding of transferrable skills across PE such as jumps not only being assessed through athletics but also dance and gymnastics. It also provided support for differentiated across year groups in each sub-category such as what tennis should look like in year 2 compared to year 6. This is a development area and will be ongoing into next academic year to ensure we offer progression throughout school whilst addressing and accommodating the varying needs of our children. Because of this, skills are progressive across year groups which has assisted children in their development and progress. The children have also become much more aware and engaged with PE and sport and are able to make links to healthy minds and bodies in much more detail. The use of iPads to analyse performance has facilitated learning and understanding at a greater level for high attaining pupils but has also acted as a means of engagement and support for lower attaining or least active children. When completing a child PE and sport audit, a child, who was identified as a one of the least active pupils in school, said, "I like PE much</p>	
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			<p>more this year because I am good at coaching and helping others, but I used to find it hard to do the skills last year." A Year 2 child stated, "I love doing PE because you get fit and it's important to be fit and healthy." An additional child audit saw a Year 5 child said, "I like that we now learn about the muscles when we are using them and reasons why we need to warm up and cool down." Year 6 child stated, "I really like learning about the impact physical activity has on the body and thinking about being healthy not just by doing sport but also because of the food we eat or how much sleep we get."</p>	
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			<p>Lesson observations showed staff followed expectations set out in school for the PE curriculum and listened to feedback and evidenced this in follow up observations.</p>	
<p>Offer children a more diverse P.E curriculum.</p>	<p>A curriculum designed to engage and facilitate better participation in sport from a young age.</p> <p>Improve percentage of children participation in sport out of school.</p>	<p>Improve our sports equipment to enhance engagement in PE lessons.</p> <p>Teachers to use specialised equipment to enhance their PE lessons to cover elements on theoretical understanding such as:</p> <ul style="list-style-type: none"> • Vertical jump board <p>Children to become consistent with self-evaluation. All children to complete the activity tracker for indoor and outdoor lessons. KS1 and KS2 options. Children to begin to reflect and self-evaluate to set targets. This will support children in understanding theory behind physical activity.</p> <p>Continue to support the provision for a selection of Year 5 and 6 to attend skiing club on a Friday for 20 hours to enthuse children into new sports they wouldn't usually participate in. Children to be offered places in ski club on completion of the sessions.</p>	<p>Staff audits showed 100% thought we were well equipped for PE and sport. A 35% improvement since 2015. This has a positive impact on children as they are able to engage in a variety sports to enhance their skills and embark on a variety of opportunities to further develop their passion and positive attitudes towards physical activity but also have sufficient opportunities to practice techniques and skills using a range of quality equipment.</p> <p>Fitness tests conducted using specialized equipment saw teachers and children focus more on the different aspects of physical fitness and ways to improve this, we focused on muscular endurance and strength and strategies to improve in these areas. The data collected showed that 92% of the children tested made an improvement on their original results for muscular endurance activities over a term and 83% made an improvement</p>	<p>£2600</p>

			<p>with their muscular strength activities. This will continue to be a focus in the next academic year to ensure consistency and effectiveness.</p> <p>30 children attended weekly ski sessions. As a result of this, 100% passed foundation stage skiing and a further 50% passed level 1. 10% then went on to participate in skiing outside of school provision.</p> <p>Confidence of 2 case study children showed a confidence increase of 7 over the duration of the course- measured through a quantitative measure. Through qualitative analysis, the same children reported they felt they were enjoying the experience a lot more. One child, who had wanted to quit after the first 2 sessions, completed and achieved the foundation course. The other case study children, who struggles with social skills, made impressive progress with his confidence and social skills throughout this period. 27% of the children who attended skiing had never participate in school sporting activities previously.</p>	
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Healthy Lifestyles Awareness	Ensuring all our children have access to regular exercise.			
<u>Objectives</u> <u>Rationale and Evidence</u>	<u>Outcomes</u>	<u>Action</u>	<u>Impact</u>	<u>Cost</u>
<p>Increase activity levels for all children.</p> <p><u>Rationale</u> 42% of all children from Y1-Y6 said they don't participate in physical activities outside of school.</p>	<p>Increased number of pupils have access to active playtimes and after school clubs</p>	<p>A range of sporting clubs to be offered for all children Y1-Y6.</p> <p>Breakfast club for Sport Leaders- SAFC Foundation of Light. Accredited course where children work towards receiving a recognised leader's award.</p> <p>Active club during breakfast club for children identified as least active in Y5/6. This will support in promoting and raising profile of sport and health and wellbeing in difficult to reach children.</p> <p>Active lunchtime club run by Tyne Met College. Offering support for Sport Leaders and Midday Supervisors in leading sustainable active play activities to engage children. Targeted children in Years 3 and 4 in Spring term then Least active children in year 1 and 2 in Summer term.</p> <p>Sport Leaders to use playground equipment to support other children in being more active across school.</p> <p>Y5/6 Sport leaders to run a break time and lunchtime 'Mile Challenge' club for</p> <p>Use of sport leaders to facilitate and lead sport and fitness during break times.</p>	<p>3% increase on participation rates in extra-curricular sports from previous academic year. 3-year trend of improving data. The biggest improvement was seen in Y1 where previously we weren't offering as many opportunities to this age range. In 17-18, we saw a 73% of these children access additional sporting activities- the highest recorded in 5 years.</p> <p>Of the children identified as having never participated in school extra-curricular sports, 95% engaged in an additional area of physical activity offered in school during this academic year.</p> <p>100% of all children achieved their award and went on to lead sessions for other children within the school during break periods. As a result of this, a higher percentage of children of all ages engaged in physical activity within the school day. As a result, new games were introduced via Sports Leaders meaning more additional sports provisions for children in Key Stage One which had a positive impact on participation rates in 2017 (+11%). EYFS lead and teachers noted an improvement in confidence, attitudes,</p>	<p>£750</p> <p>£2300</p> <p>£125</p>

			communication and physical abilities.	
	Focus on fundamental skills in EYFS to develop into sporting activities in future years.	<p>KS1 and EYFS to focus on fundamental movement and multi skills – linking to fitness.</p> <ul style="list-style-type: none"> - Make links through all areas of PE i.e. dance, gymnastics, games. <p>Planning available to EYFS teachers and support staff. Schemes of work. Assessment levels to be given Technique models to be advised to all staff.</p> <p>Development of outdoor areas for EYFS to develop fundamentals and physical ability at early age with the projection of having a positive impact upon future attainment in school. Dance coach to support CPD of EYFS staff and engage young children in physical activity.</p>	<p>Engagement in EYFS improved with 100% of children accessing intra-competitions 3+ times a year. Teacher noted positive progress in physical development, confidence and communication.</p> <p>Use of dance teacher had a very positive impact upon teacher and children. Children were able to copy, remember and perform their routine. Engagement was positive with all children taking part. Teachers worked with dance teacher to ensure they could continue with the development after the support sessions took place. Children performed the routines to an audience which showed their physical ability, retention of skills and confidence. The staff noted key positive changes in children and said the impact in their confidence and fundamental skills was strong.</p>	<p>£2500</p> <p>£500</p>
<p>Improve understanding of the link between health and well being and physical fitness.</p> <p>Rationale Assessment for PE now, not only includes physical ability but comments on the theoretical understanding of a child and their ability to make links.</p>	Pupils' health and wellbeing improved impacting positively on whole school improvement	<p>Continuation of Health week to take place in Summer term for all children. Mixed key stage health afternoons to focus on physical and theoretical aspects of health and fitness. Mixed Keystage.</p> <p>Science topics based around health and fitness and understanding the body. Resources to support development of this such as scales, stopwatches, torso, cue cards etc.</p>	<p>Children have a wider understanding of health and active lifestyle which can influence choices in later life. Children of all ages are able to identify healthy options and state the impact they have on the body. The mixed health afternoons has improved relationships across keystages.</p>	<p>£1300</p> <p>£300</p>

	<p>Training of Year 5/6 Sport Leaders to develop participation rates during break periods.</p>	<p>Links made in lessons to theoretical understanding of why we exercise, which muscles we are using and the impact upon the body and mind.</p> <p>Teachers and children to understand in more depth the positive relationship between healthy bodies and lifestyles and healthy mind.</p> <p>Sunderland AFC Foundation to deliver weekly sport leaders sessions, looking at physical and theoretical aspects of sport.</p>	<p>100% of the children passed their course and led sessions for young children in KS1 and lower KS2. This had a very positive impact on participation rates within school and attitudes towards physical activity amongst our least active children.</p> <p>Of the Sport Leaders, 100% said they felt more confident and able in developing sessions to not only promote physical well-being but also mental.</p>	<p>£690</p>
<p>Promote a love for being healthy in the wider community.</p>	<p>Engage parents and relatives in the local community to support and adopt a healthier lifestyle.</p>	<p>Weekly 'Healthy Recipe' bag sent home with children from across the school. Child to be supplied with a selection of vegetables to design and prepare a healthy meal. Children take photographs and share the recipe in the book for other families.</p>	<p>As a result of the 'Healthy Recipe Bags,' we recorded positive comments from parents about the opportunities and had a high uptake from children who were eager to take part weekly. A 50% increase in the number of children who engaged in the programme in academic year 17-18 from the previous year. Children were keen to share their recipes and it helped support healthy choices in school and strengthen awareness of healthy choices around school. Furthermore, children were seen</p>	<p>£300</p>

			<p>commenting on their healthy choices during lunch periods and were able to categorise food groups and explain and justify different healthy options to lifestyle such as sleep and water, during PE theory lessons. As a school our Y6 NCMP data showed that we were above Local authority averages for children of a 'healthy weight' 68% compared to 64% and below for children categorised as 'overweight' 9% compared to 14% and excess weight 31% compared to 35%. This is an improvement on recent years.</p> <p>The programme will continue to run in future years- looking at 'cooking with parents' classes to explore some of the recipe choices.</p>	
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Competitive School Sport	Increasing and sustain pupils' participation in extra-curricular sport.			
<u>Objectives</u> <u>Rationale and Evidence</u>	<u>Outcomes</u>	<u>Action</u>	<u>Impact</u>	<u>Cost</u>
Offer a range of sporting opportunities for all.	Improved numbers including pupils not currently participating in competitive sport	<p>Staffing/transport to enable pupils to participate in intra- school sports festivals and competition</p> <p>Introduce variety of sports i.e. skiing for year 5/6 children, full contact rugby, Futsal, Zumba for Reception and Ks1 and street dance.</p> <p>Health Week in summer term to offer children chance to taste a range of sports such as Frisbee golf, boccia, bowling and cycling to aim to promote a wider experience and love for physical activity for all children. Health week to include inter and intra sports for all children from nursery to Y6 in a range of sport with another school.</p> <p>SEND to attend specialist sports festivals run by Local Authority to support with confidence in sport.</p>	<p>Of the competitions offered by the Local authority, we participated in 64%.</p> <p>Engagement levels in school rose by 3%- a 3-year positive trend. Children were eager to participate and learn new skills. New sports encouraged PE coordinator to begin personal CPD and research participation levels and effort in lessons and handwriting (to continue into next academic year.</p> <p>Positive response from staff and children about the taster sessions. Children who normally don't engage in sports or find them difficult, excelled in sports such as Boccia and bowling- further increasing their confidence and supporting a positive attitude towards sport for the future. This has helped to increase overall participation figures as some children then went on to join clubs for the first time.</p>	<p>£800</p> <p>£350</p>
	Improved percentage of children competing in sports.	Intra and inter competitions for all children (Rec-Y6). Links with Local Authority for all sports festivals and tournaments and also links with local school to offer inter-tournaments.	79% of children in school took part in extra-curricular school sport which is a 3% increase from academic year 2016-17 a three year upward trend.	

		<p>More children to access competitions in and out of school for a variety of sports.</p> <p>More children to be referred to sporting provision in the local community. i.e. rugby, football clubs.</p> <p>Attend sports competitions delivered by the LEA.</p>	<p>There was a 23% increase in SEND children accessing extra-curricular school sport in academic in year 17-18 and also a 5% increase in children in receipt of PP.</p> <p>100% of children in school have accessed intra-competition in addition to the school Sport's Day- this is a 3year trend.</p>	
<p>Increase participation rates across the school.</p>	<p>Every child Nursery-Y6 to participate sporting activities in school.</p> <p>Most children Y1-Y6 to attend sporting club (school or externally).</p>	<p>A range of sporting clubs to be offered for all children Y1-Y6. Judo, Zumba, cricket, archery</p> <p>Use of external agencies to offer sports club. Full contact rugby for Y5/6</p> <p>Use of sport leaders to facilitate and lead sport and fitness during break times.</p> <p>Tyne Met to offer 'Active Clubs' during break times for targeted children across Lower KS2 and KS1 to raise the profile of benefits and enjoyment of being physical active.</p> <p>Skipping festival and staff CPD or Y2 and Y4.</p> <p>Taster sports- bowling for Year3/4 to encourage participation on a range of sports. Sports targeted specifically at cohorts and needs of some of the least active children.</p> <p>Newcastle Eagles Hoops 4 Health Chn to attend a game to promote different aspects of sport not just focusing on the participation but more on getting children involved and enthused by sport.</p>	<p>The school saw participation rates rise in KS1 (target area) to 73%- this is the highest recorded rates in 5 years. All other year groups increased the percentage of participation from their previous academic year data.</p> <p>Y2- 31% increase in Y2 from Y1 Y3- 30% increase in Y3 from Y2 Y4- 29% increase in Y4 from Y3 Y5- 1% increase in Y5 from Y4 Y6- 3% increase in Y6 from Y5.</p> <p>Where the percentage increase is low, year groups previously had a large proportion of the cohort accessing clubs. To engage the least active, the use of multi-skills and games clubs were introduced during break periods and before school to ensure we were providing access suitable for all children. For this, specific year groups were identified based on data collected and then children were selected based on criteria such as; lack of previous engagement, sporting commitments after school preventing them from taking part in school, SEND needs, social skills development, fundamental</p>	<p>£1000</p> <p>£240</p> <p>£400</p> <p>£300</p> <p>£1000</p>

		Transport to sports activities and events thus providing opportunities to our children to access a range of provisions not otherwise accessible.	skill development, coaching and leading development, confidence building and physical development).	£1500
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The SLT and governors are looking to carry over remaining budget to support with larger projects in the next academic year. We are looking to improve outdoor environments. Sport Premium to be used in support of external funding. Please be advised that some of the costing overlap. Areas such as increasing participation are applicable for all our key areas and therefore funding might be shared across or stated twice.

Swimming

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations

Shiremoor Primary School currently offer swimming lessons for all children in year 5. They attend a local swimming pool once a week for the duration of the academic year. Children are taught by qualified swimming instructors who follow guidelines set out by the Local Authority. As most of our children do not have access to swimming lessons in addition to those provided by the school, the Senior Leadership Team are working with the Local Authority to ensure we have the best programme available to meet the needs of our children. This year, we have had visits from local swimming instructors and RNLI to promote water safety and free swim sessions in a bid to inspire more of our children to access swimming facilities outside of school provisions. We are focusing on changing how we offer swimming in the academic year 2018-19 to ensure we offer the most effective provision for our children.

Currently, in our Year 6 cohort (2017-18),

	Percentage of Year 6 children
swim competently, confidently and proficiently over a distance of at least 25 metres	59%
use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]	41%
perform safe self-rescue in different water-based situations	41%

Even though we are below National Expectations, we have made a 25% increase in children who can swim 25metres since the start of their swimming lessons.