

Evidencing the Impact of Primary PE and Sport Premium

Springfield Primary School



Department for Education Vision for the Primary PE and Sport Premium

ALL pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport

The funding has been provided to ensure impact against the following **OBJECTIVE:**

To achieve self-sustaining improvement in the quality of PE and sport in primary schools. It is important to emphasise that the focus of spending must lead to long lasting impact against the vision (*above*) that will live on well beyond the Primary PE and Sport Premium funding.

It is expected that schools will see an improvement against the following 5 key indicators:

1. the engagement of all pupils in regular physical activity - kick-starting healthy active lifestyles
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

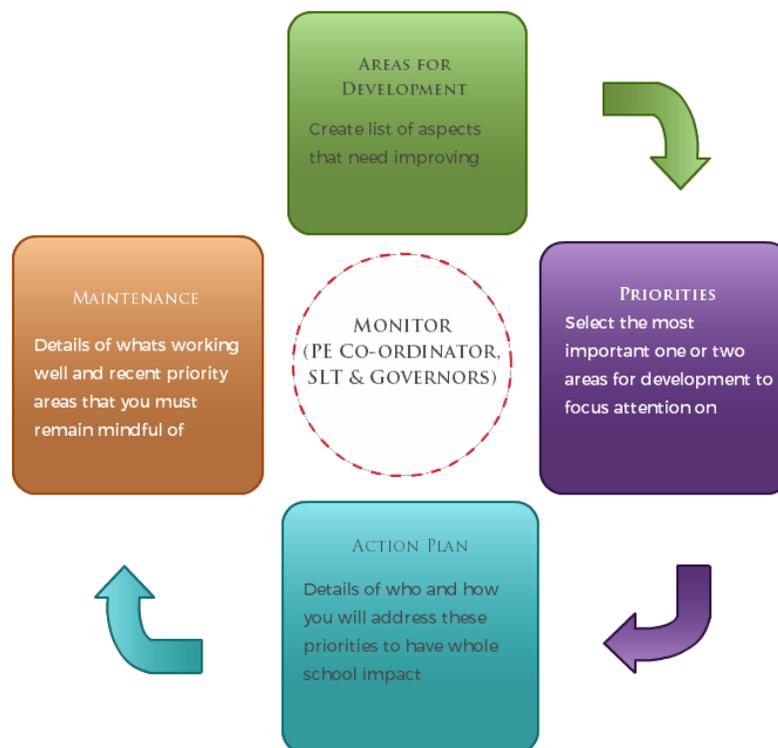
Under the new Inspection Framework, Ofsted inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively governors hold them to account for this. Improvements should enhance, rather than maintain existing provision. For example, where schools are using their funding to employ specialist coaches, these should be deployed alongside class teachers rather than displacing them, in order for their impact to be sustainable and to enable the upskilling of existing teachers.

You should ensure that information about your use of the premium is available on your school website in order to keep parents and others informed. This should be clear and easily accessible and we recommend that you upload the following template to your website for this purpose.

Primary Physical Education and Sport premium planning and actions should show how use of funding contributes to this vision through identified school priorities which can be measured through reference to key outcome indicators. It is important that the main drivers for improvement are those identified by the school through their self-review. Each school should aim to achieve the following objective:

OBJECTIVE: To achieve self-sustaining improvement in the quality of PE and sport in primary schools.

Please see Figure 1 (below): A process model to support your thinking:



HOW TO USE THE PRIMARY PE AND SPORT PREMIUM

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer. This means that you should use the premium to:

- develop or add to the PE and sport activities that your school already offers
- make improvements now that will benefit pupils joining the school in future years

For example, you can use your funding to:

- hire qualified sports coaches to work with teachers
- provide existing staff with training or resources to help them teach PE and sport more effectively
- introduce new sports or activities and encourage more pupils to take up sport
- support and involve the least active children by running or extending school sports clubs, holiday clubs and [Change4Life](#) clubs
- run sport competitions
- increase pupils' participation in the [School Games](#)
- run sports activities with other schools

You should **not** use your funding to:

- employ coaches or specialist teachers to cover [planning preparation and assessment \(PPA\)](#) arrangements - these should come out of your core staffing budgets
- teach the minimum requirements of [the national curriculum](#) - including those specified for swimming.

SECTION 1 – EVALUATION OF IMPACT/LEARNING TO DATE

In previous years, have you completed a self-review of PE, physical activity and school sport?	Yes
Have you completed a PE, physical activity and sport action plan/ plan for the Primary PE and Sport Premium spend?	Yes
Is PE, physical activity and sport, reflective of your school development plan?	Yes
Are your PE and sport premium spend and priorities included on your school website?	Yes

SECTION 2 - REFLECTION: What we achieved in 2015/ 2016- Evaluation

Use the space below to identify what your use of the Primary PE and Sport Premium has been to date, and priorities for the coming year:

Key priorities to date:	Key achievements/What worked well:	Key Learning/What will change next year:
<p>Implementation of Lancashire SOW as a structured scheme, with opportunities for staff to undertake professional development</p>	<p>What evidence is there of impact on your objectives?</p> <p>A Brown attended SOW courses as part of CPD and then fed back to all staff key messages. TA attended Assessing CPD. A. Brown now teaches all PE following Lancs SOW throughout school- this ensures continuity and progression. AB, along with another EYFS TA, has attended update to EYFS SOW CPD course to stay abreast of developments</p>	<p>Does this impact reflect value for money in terms of the budget allocated?</p> <p>A.Brown to continue to use Lancashire SOW consistently across school, with a view to attending the Early Year Foundation Stage SOW course. To ensure that the teaching staff are not de-skilling themselves through not conducting PE lessons, AB will timetable 'Team Teach' sessions throughout the year with teaching staff. This will allow teachers to develop their own practice; keep up to date and show an awareness of being able to deliver high quality PE lessons in the absence of AB. Team teach sessions with the follow up discussions will also ensure teachers are fully confident and aware of the SOW and how to implement it.</p>
<p>Implementation of KLIPS assessment as an effective method to evaluate pupil attainment and progress in PE</p>	<p>School has started using KLIPS as an assessment tool to ascertain where the children are and to monitor and track progress. AB (sports lead) and AD (Subject leader) have discussed which areas of KLIPS are relevant for each year group and this has been highlighted on the sheets. The criteria has made it easier to assess what stage the children are working at, whilst highlighting any gaps in skills, as further teaching points</p>	<p>Over the coming year data will continue to be closely analysed and evaluated to focus on progress within PE for groups- PP/FSM/EAL etc.... The teachers along with AB will be part of this process. From this, opportunities will be created to target children for specific interventions during lunchtimes to help move them on. School will be moving towards Target Tracker as a tool for monitoring progress of children. Once bought information from Lancs tracker will be transferred across.</p>
<p>Identify and create opportunities for those who pupils that are disengaged.</p>	<p>The school ran a 'Change 4 Life' Club one day a week for a whole term. Children selected for this, were those that were for whatever reason disengaged with sport. Over the course of the term 40 different children attended, with over 70% of</p>	<p>Due to the success of the 'Change 4 Life' club, it will now run for a whole year. In order to reach as many children as possible children will be encouraged to attend before and after school.</p>

<p>Increase opportunities for children to become leaders within PE/sport</p>	<p>these children then selecting to attend other extra-curricular sport clubs.</p> <p>School sports crew have been trained by SSCO over a 4-week period. They have used this training to plan and deliver various games and competitions during playtimes and lunch times. The sports crew children will and have been given more opportunities to lead during extra-curricular activities and during curriculum time. Any children that are unable to take part in lessons, have been given the opportunity to lead.</p>	<p>For the coming year, a new group of children will be trained as the ‘School Sports Crew’. These children will have already seen, with the existing group, what sort of opportunities and responsibilities come with being a member of this pupil leadership group.</p> <p>As with this year the School sports crew will lead on games and will ensure that as many children as possible are developing specific skills linked to sport during lunchtime as possible. For the coming year, the Sports Crew will work closely with the welfare assistants to devise a rota of games and will also be involved in purchasing new playtime equipment that they feel would appeal to children who do not necessarily join in.</p>
<p>Achieve Silver School Games Mark</p>	<p>We achieved Silver in the School Games Mark, through working towards the targets set by ourselves and our SSCO and by increasing participation in competitions</p>	<p>Aim to achieve Gold in the School Games Mark.</p>
<p>Increase opportunities for students to take part in extra-curricular activity</p>	<p>Introducing clubs prior to the school day starting has enabled many more children to attend extra-curricular activities. Through liaison with the breakfast club lead, opportunities have also been created for our disadvantaged children to be targeted when they come in for breakfast to access sport before school- this has at times included children that are currently not accessing sport. The School Council were tasked with finding out which clubs the children wanted. Using this data, the clubs have been tailored to match the requests put forward. Through doing this we have seen an increase in participation with over 80% of our</p>	<p>Other members of staff to now get involved in running extra-curricular clubs at the same time as AB, this will create even more opportunities to attend different clubs. The school sports tracker that indicates what clubs, children have accessed will also be updated. This is a great tool for identifying any children that are currently not attending. Through analysis of this tracker, children that do not attend can then be targeted so that we can find out why they don’t attend. Through the feedback, we get hopefully the barriers will be removed where possible which will lead to a further increase in numbers with regards to extracurricular activity uptake.</p>

<p>Sustain level of competition entries and record success.</p>	<p>children now attending an extra-curricular sports club.</p> <p>Be aiming to enter, at least, the same amount of competitions as the previous year we have continued to create opportunities for different children to attend competitions. Results of the competitions and names of children attending have been posted on the school website and on our school twitter account, along with a match report. The introduction of a new school kit has created a positive stigma around attending competitions, this has resulted in an increase in children wanting to attend.</p>	<p>Continued pay-in to the Burnley Sports Partnership which delivers outstanding interschool competition.</p> <p>Increase participation entries by selecting the maximum number of children for each competition. Rotate the children that are chosen. Offer rewards for participation.</p>
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Vision: ALL pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport.

Objective: To achieve **self-sustaining** improvement in the quality of PE and sport in primary schools against 5 key indicators:

1. the engagement of all pupils in regular physical activity - kick-starting healthy active lifestyles
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

Academic Year: 2016/2017- Evaluated		Total fund allocated: £8740					
PE and Sport Premium Key Outcome Indicator	School Focus/ planned Impact on pupils	Actions to Achieve	Planned Funding	Actual Funding	Evidence	Actual Impact (following Review) <i>on pupils</i>	Sustainability/ Next Steps
1. the engagement of all pupils in regular physical activity - kick-starting healthy active lifestyles	Each class to have 2 hours of HQ and Active PE each week. Make positive attitudes towards healthy active lifestyles. Improving confidence and ability with disengaged children.	Meet National Curriculum objectives through high quality teaching. Create Change 4 Life Club and access resources from partnership. Identify students or target children who are disengaged in PE and sport and invite to club. Recruit change for life champions and attend training in summer term.	£269 £495		Lesson observations for teaching of P.E. Monitoring of timetables to check that children are receiving their provision Registers student surveys Training pending summer months	Monitoring reveals that all children receiving entitlement. Lesson observation of PE revealed that children are accessing high quality PE provision Number of children now attending the Change 4 Life club is higher than in previous years. The percentage of children choosing to take part in clubs also continues to rise. Children unable to attend due to unforeseen circumstances.	As the school is relying on one member of staff to deliver PE, all staff will have further chance to team teach and have access to focused CPD. School to invest in different equipment to reach a greater range of children in a broader range of sporting activities. Invest in BFCitC to deliver Healthy Lifestyle lessons to Year 5 children. Children will be given the opportunity again to attend this training. There will be provision put in place to ensure children are given every opportunity to attend.

	<p>School to embed an active ethos into the whole school day to support 30 minutes of physical activity a day.</p> <p>Improving Standards of Physical Literacy in all pupils</p>	<p>Increase amount of active lessons across all subjects.</p> <p>Each class to gather any equipment required for active lessons.</p> <p>Buy into Maths of the day resource as a resource that links Maths with being active</p> <p>Access KS1 Skills to Play intervention and key stage 2 intervention through Andy Webb.</p> <p>Sustain School Sports Crew as a pupil leadership group. Recruit more pupils to School Games Crew as children</p>	<p>£517</p> <p>£254</p>		<p>Evidence of more active lessons during school walkthrough.</p> <p>Monitoring by SL will reveal opportunities created for children to be more active through the use of Maths of the day being used in classes.</p> <p>(STP- April training) Registers/ footage of play at lunch/break/ Playground Leaders Award</p> <p>Progress shown through assessment using KIPS.</p>	<p>Lessons observed by SLT as part of the monitoring cycle- both Maths that revealed Maths of the Day being used effectively.</p> <p>Evidence of teachers timetabling opportunities for children to be physical at various times of the day.</p> <p>Increased levels of confidence being reported by staff for those children that are part of the Sports Crew. One particular EAL child that started school in Summer 2016, with no English</p>	<p>New staff will be given training on how to include active lessons throughout the curriculum. This will allow them to incorporate physical activity within various lessons.</p> <p>Maths of the Day will continue to be used within lessons by class teachers where applicable</p> <p>Children that were previously trained as Sports Crew are using this training to create and deliver lunch time activities. New children will receive the training in October.</p>
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		<p>move onto secondary school</p> <p>Students to gain Playground Leaders Award and deliver activities at lunch time for pupils to practice movement skills.</p>				<p>is now speaking fluently and is on track to meet expected standard at the end of Y6. All children are taking their responsibilities very seriously and engaging children across school in active fun games. Internal CPOMS system has revealed that the number of low level behaviour incidents at lunchtime have decreased significantly when compared to incidents this time last year, due to children being much more engaged.</p>	<p>Children that left the school to go to high school are hoping to become play leaders at high school.</p>
	<p>Improve standard of swimming across key stage 2, so children are more confident swimmers.</p>	<p>Extra swimming sessions run for children in Year 3, 4 and 5.</p>	<p>£1500</p>		<p>Greater number of children receiving certificates for swimming achievement.</p>		<p>This will continue to happen as there has been a positive impact in amount of children being able to swim 25m.</p>
<p>2. the profile of PE and sport being raised across the school as a tool for whole school improvement</p>	<p>Achieve National recognition for standards of PE and School Sport.</p>	<p>Apply for Quality Mark through YST membership. Work towards obtaining Gold School Games Mark.</p>	<p>£409</p>		<p>Application form.</p>	<p>Working towards the Gold mark will give the school</p>	<p>We achieved Silver missing out by 1%. We will continue to work towards Gold, following the criteria set.</p>

	Improve standards in English across the whole school	<p>Access cultural cross curricular in the school games offer for year 5/6.</p> <p>Develop opportunities for our children to write reports following sporting fixtures.</p> <p>Sports Crew and PE noticeboard</p>			Entries of year 6 writing.	<p>Increased interest in writing.</p> <p>Raised the profile of the Sports Crew and now more people interested in signing up.</p>	<p>Children were given opportunities to write match reports. These were used to feedback to the squads and edited for the school website.</p> <p>The Sports Crew had a notice board with their roles and photos on, raising the profile of the crew.</p>
3. increased confidence, knowledge and skills of all staff in teaching PE and sport	Whole school to ensure staff are component and confident in delivering Sport and PE.	<p>Curriculum support from Andy Webb at KS2? KS1?</p> <p>Access SSCO to Support with EYFS</p> <p>Access specialist coaches working in curriculum time to work with class teacher:</p> <ul style="list-style-type: none"> • Dance • Rugby • Burnley Leisure Trust • Athletics • Skills to play 	<p>£263</p> <p>£474</p> <p>£1044</p>		<p>High quality teaching taking place.</p> <p>Photos taken.</p>	<p>Confidence of delivering Curriculum by AB.</p> <p>AB and AH up to date with EYFS PE.</p> <p>Up skill AB in delivering different sports</p>	<p>Staff feel confident delivering the Lancashire Scheme of work, this will be relayed to other staff.</p> <p>AB now more confident and knowledgeable in more sports and can deliver these in curriculum time.</p>

		<p>Questionnaire staff regarding CPD</p> <p>SSCO curriculum, extracurricular, action planning and national initiative support.</p> <p>Team teaching opportunities for teachers across school to gain more experience of teaching P.E.</p> <p>Staff attending EYFS course.</p> <p>CPD-Year 5 FA level 1</p>	£474		<p>Pending- completed questionnaires.</p> <p>Photos taken of team taught lessons.</p> <p>Lesson Evaluations</p>	<p>AB team taught with all teachers across school. Teachers engaged well and demonstrated an ability to deliver a HQ PE lesson whereby children make progress by the end of the lesson. Children were engaged and motivated. Through HQ teaching internal tracking system reveals that children continue to make progress against KL indicators within PE.</p>	<p>Use staff questionnaires to deliver CPD where applicable.</p> <p>Confidence within school as a result of the team teach sessions that teachers can deliver HQ PE sessions. In terms of sustainability and succession planning, there is confidence that although AB delivers PE lessons, should AB leave teachers are more than capable of taking a lead on and will be able to teach PE to a HQ.</p>
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<p>4. broader experience of a range of sports and activities offered to all pupils</p>	<p>Increase opportunities for all pupils to participate in sport after school.</p>	<p>To deliver an extensive Sports programme.</p> <p>Fund new activities i.e. OAA, trampolining and climbing- through links with unity where possible.</p> <p>Morning clubs being run for children who arrive into school early.</p> <p>Continue to provide bike ability training and tots on tyres course on an annual basis.</p>	<p>Need these be costed out by school</p>		<p>Increase in the percentage of children attending after school clubs across key stage 1 and key stage 2.</p> <p>Register of children that attend.</p>	<p>79% of children attended an extracurricular club. This had a direct effect on levels within PE.</p> <p>Varying numbers of children are accessing clubs before school. At present the numbers are increasing. It is envisaged that as we move into the Summer months and the days get longer more children will attend. At times children from breakfast club are being targeted when numbers are down.</p> <p>Children in Y5 and Y6 accessed Bikeability training. As a result, most the children attained a L2. These children by the end of the sessions showed a greater awareness of hazard perception and increased levels of</p>	<p>Try and increase this level even further. To do this other members of staff may be able to deliver alternative clubs.</p> <p>Children that may not have been able to attend an after school club were given an alternative arrangement. This increased attendance levels. The club will be run again next year.</p> <p>As this was a success last year, this will be offered out again to all Y5 and Y6 children. School will also look into purchasing our own balance bikes.</p>
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	<p>Provide Y6 children with the opportunity to attend a residential-link to outdoor adventurous programme</p>	<p>Year 6 to attend a four-day residential at the Kingswood Centre, Colomendy Wales. Whilst there, children will experience a range of activities such as: climbing, raft building, archery, problem solving, orienteering. Participation in these activities will make links with the skills within the National and also give them access</p>	<p>£2000</p>	<p>£1913.26</p>	<p>confidence when cycling- when compared to the start.</p> <p>Our EYFS children by the end of the Tots on Tyres sessions demonstrated that they could balance themselves on a bike. Furthermore, the majority of the children were also either moving towards riding without stabilisers or were able to do this.</p> <p>Children were given opportunities to try new activities that they may not have had chance to try before. They were also given their own independence and responsibilities. This was a vital experience for them for their transitions to high school.</p>	<p>The same opportunities will be given to the next Y6 group.</p>
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		to a broad range of activities.					
5. increased participation in competitive sport	Ensuring all pupils has an opportunity to take competition at level 1 and level 2.	Sustain Competition entries through SSP competition calendar. Attend SEND festivals. Attend Change for life competitions Deliver more programme of level 1 competitions	£347 Need to cost out for staff time		Team sheets Match reports School Games Mark	Entry into competitions has increased sportsmanship and built resilience amongst the children that have taken part. Springfield finished the year as 3 rd most improved Primary school and finished 1 st in the Spirit of the Games table. We finished 9 th in the overall competition.	All the opportunities that were offered last year will be offered again. We will also try and attend more competitions. Although 9 th is our highest ever finishing position we will try and improve on this next year.
Use your own indicators			£8046 Total + £3930 Schools sport partnership				

Completed by: Allister Brown and Andrew Douglas

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Developed



Supported

