



Simonside Primary School

Primary PE & School Sport Premium –Spend 2017-18

Academic Year: 2017/18	Total fund allocated: £10331	Date Updated: Jan 2018		
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:
<p>Introduction of a physical activity element to the already established breakfast club at school. Children attending the breakfast club will be able to take part in physical activity before the start of the school day which will help the school work towards all children achieving 30 active minutes.</p>	<p>Use of external coach 2 days a week to work alongside children and TA during breakfast club. The coach will introduce fun activities which can involve all children and target activities towards encouraging and inspiring less active children to want to take part.</p>	<p>£800</p>	<p>TA and coach are working together to ensure all children have access to some form of physical activity during breakfast club. Children enjoy attending breakfast club and are keen to be involved in the activities taking place.</p>	<p>Target children at the school identified as less active to attend breakfast club sessions so that the children most at need of additional physical activity are involved in this opportunity. Explore options of upskilling another member of staff so that in future we may not require the support of an external coach.</p>
<p>Encouragement of “active playtimes” both at break and lunchtimes on the yard. A combination of structured games/activities on the yard and lunchtime sports clubs will be used to offer children the opportunity to be physically active during break times.</p>	<p>Use of external coach to cover break times and lunch times 2 days a week. The coach will set up structured activities on the playground and also run lunchtime sports club offer throughout the academic year. The coach will work alongside lunchtime supervisors who will aim to replicate the “active playground” system on the days the coach is now present. The coach will also be involved in training some playground leaders from Year 5.</p>	<p>£2,000</p>	<p>The playground is more active during break time and lunchtime. Children are regularly engaging in physical activity on the yard eg. Football, throwing & catching, skipping & dancing. Staff have commented on increased ability of children who are skipping regularly and that children are excited to get out onto the yard to skip. Year 5 leaders are being used to help management of activities and have</p>	<p>Continued training of young leaders to help on the yard. Possible lunchtime assistant training so that lunchtime staff are able to encourage more physical activity to be taking place. Playground leaders to suggest what new equipment could be purchased from remaining PE premium money to be used on the yard.</p>

<p>Purchase of music speaker for outdoor use on the yard. Linked to the above the school has purchased a music system which can be used outdoors by young leaders to encourage active playtimes. The young leaders are encouraging other children to be physically active on the yard by taking part in some group dance/fitness activities. This is encouraging more children to be physically active at break times increasing the percentage of children achieving their 30 active minutes in school.</p>	<p>The playground leaders will assist in leading activities at break times and act as a “student voice” feeding back what types of things children would like to be taking place on the yard.</p> <p>Music system has been purchased and is being used regularly on the yard. Y5 playground leaders have been trained and are regularly given advice and assistance from external coach on how to engage younger children in the activity.</p>	<p>£100</p>	<p>benefited from increased confidence & self-esteem. Regular sports clubs are taking place on a lunchtime which children are enjoying and keen to be involved in.</p> <p>The addition of music to the playground has shown a clear increase in the number of children that are physically active on the yard. In particular this has been a really successful way to engage those less active children who aren’t inspired by “traditional” playground activities. The Y5 leaders have grown in confidence and are also benefiting from taking part in structured physical activity at break times.</p>	<p>Continued support for playground leaders.</p>
<p>External coach to lead various physical activity interventions throughout the academic year. Various target groups will be identified eg. less active girls, less able, parents & children etc. and interventions will be put in place. The sessions with the external coach will be designed to increase children’s confidence and competence giving them the ability and passion to continue a lifelong participation in physical activity.</p>	<p>Baseline physical activity data to be gathered for all children in school. This can be used to identify children and also measure impact of the interventions. Work alongside parent support advisor, Kay Dixon, for recommendations of both children and parents who would potentially benefit from involvement in a physical activity intervention programme.</p>	<p>£400</p>	<p>An improvement in fundamental movement skills of “less able” children in KS1 intervention group. Increased confidence amongst the girls identified for the girls only fitness sessions.</p>	<p>Explore other areas of concern/ additional opportunities for intervention groups so that more children are able to access this. Possible involvement of a member of staff from school so that the session are sustainable without external coach.</p>

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:
				%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Weekly celebration of "PE stars" from each class in assembly and photo of the "PE Stars" added to the PE noticeboard in the main hall. This ensures that the whole school is aware of the importance of PE & school sport and encourage children to work hard during lessons and aspire to be "PE Star".	Creation of "PE Stars" noticeboard in the main hall. All children to have passport style photos taken and printed so they are able to be put on the noticeboard.		Children are all aware of who the "PE Stars" are from across the school and why they have been chosen. Children have been inspired to work hard in PE lessons in order to achieve the award of being "PE Star".	SLT are aware of the importance of PE & school sport and can see the impact it is having across the whole school. They are commitment to sustain programmes put in place should funding be discontinued.
"PE & School Sport" added to school blogs on the website. This is raising the profile of PE and sport for pupils, parents and visitors to the website. It is an excellent opportunity to share what the children are doing in PE lessons and during the extended school day. It has also given the opportunity to share sporting success'.	Regular blog posts to be uploaded to keep information up to date.		Increased awareness amongst parent and visitors of what is happening in regards to PE and school sport at Simonside school.	Children to be encouraged to write their own blog posts on what they are doing during lessons and also event/competition reports.
Use of Youth Sport Trust sporting values stickers during PE lessons. Children to be aware of the values of teamwork, determination, passion, self belief, honesty and respect and be demonstrating these during lessons.	Posters of values around school/ on noticeboards. Use of sporting values stickers during lessons.		Children are able to identify with the values stickers and explain how they can show each value during PE, other lessons and beyond the school gates.	Increase use of the values stickers across other elements of the curriculum. Purchase of additional values stickers from YST Direct.

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:
Use of an external PE specialist to work with both staff and children on a weekly basis. All teaching staff will work with the coach on a 2 week rotation, planning, observing and then delivering the lesson. All teaching staff will benefit from this throughout the academic year meaning that they will cover a wide range of sports & activities in the PE curriculum. The external coach will focus on ensuring curriculum and lesson plans reflect a skills based PE Curriculum that focuses on the fundamental movement skills. The coach will work alongside all teaching staff when developing an overall curriculum map and individual lesson plans. KS1 will have an emphasis on embedding Fundamental movement skills & KS2 will use fundamentals to support sport specific schemes of work. Pupils will benefit from receiving high quality PE lessons and a varied curriculum. The specialist will also have additional time to work alongside PE Co-ordinator, Sarah Berryman, to assist in long term whole school PE action planning.	Baseline fundamental movement assessment of all children so that we are able to track impact on pupils. All staff are to complete an audit to show their level of competence and confidence prior to working with the external coach. This audit can also be completed at the end of the academic year to highlight the impact working alongside the coach has had. Dates to be put into the diary from external coach and Sarah to meet every half term to check staff and pupil progress.	£4,050	High quality PE is being delivered across the school to all children. Children are receiving a balanced and varied PE curriculum allowing them to access a broader range of activities. All staff have better subject knowledge and increased confidence in subject delivery. Increased confidence and better subject leading skills enabling the subject leader to lead professional learning for all staff.	Staff to advise of any areas they feel they require additional support from the external coach with. Additional training needs of staff to be explored to see if there are any local courses/CPD training they could attend.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
Continued development of a broad curriculum offer which allows children to experience a wide range of sports and activities. Use of external coaches to offer children new experiences.	Development of curriculum map with subject leader which focus' on children taking part in a wide range of sports and activities. Use of external coaches to provide children with new opportunities.	£200	Fewer instances of children not bringing their P kits onto school, showing that children are happy to take part in activities. Positive engagement from children who have previously been disengaged from PE lessons.	Establish a student voice for PE and school sport. This will enable the school the find out what kinds of sports and activities children would like to try, encouraging participation and broadening experiences. Gather information on local club links so that children are aware of where they could continue activities they have enjoyed outside of school.
Continue to offer a wide range of extra-curriculum activities with assistance from external coach. Focus on those children who do not usually engage in after school clubs to see if we can put on activities that encourage them to be involved. At least two after school sports clubs will run per week delivered by an external coach.	Involvement of external coach in after school clubs. Target children who have historically not engaged in after school clubs. Link some of the clubs to additional opportunities eg. school games competitions, trust events.	£1,600	New after school club programme in place for sports clubs. At least two sports specific clubs take place every week with new sports on offer. The theme of the club and children involved changes every half term to allow for a wide range of activities and an increased number of children accessing the clubs. All sports clubs put on this academic year have been at capacity which is a significant improvement in after school club attendance figures. This could potentially be due to the cost of all sports clubs now being covered by PE funding.	Staff to be offered the option to work alongside the coach at after school clubs so that in future staff could lead on clubs themselves. SLT are aware of the impact the sports clubs are having on children's physical fitness and also personal and social skills. It is hoped we would be able to continue to run these clubs for free or at a discounted rate if funding was to be discontinued.

Key indicator 5: Increased participation in competitive 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:
<p>Transport costs to and from school games competitions, trust competitions and citywide festivals to be covered by funding allocation. This will allow children to attend competitions at no cost to families. We will be able to attend an increased number of competitions and events this academic year allowing for more children to be exposed to competitive sporting environments. Additional benefits of children being involved in competitive sport includes them being introduced to coping with success/failure. Children will also benefit from pride of representing the school at large scale events.</p>	<p>Identify competitions from school games and trust calendars to attend.</p>	<p>£1,000</p>	<p>Increased number of competitions attended. Increased number of children involved in competitive opportunities.</p>	<p>SLT value the benefits of competitive opportunities for children and would be keen to explore how this could be paid for if PE funding was to be discontinued.</p>
<p>Entry into Newcastle PE & School Sport Service dance festival. One class to work towards performing at citywide dance festival at Newcastle City Hall. Children to benefit from experiencing being involved in a high quality mass participation event. Increased confidence and self belief of children involved.</p>	<p>Identify class that will work towards this goal. External coach to work alongside the children in the run up to the event putting a performance together.</p>	<p>£120</p>	<p>Children to be involved in mass participation event at Newcastle City hall. Parents able to attend to share success of children.</p>	<p>Establish dance club after school so children are able to continue participation if they have enjoyed the experience. Find out information regarding local dance club links to make children aware of participation opportunities outside of school.</p>