



PE & Sports Premium Statement

Last updated: 29th July 2019



1. Development Priorities

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>An increase in the number of children participating in competitive sports tournaments (<u>all</u> KS2 children have participated in at least one inter-school tournament last year).</p> <p>The continuation of links with York City Knights rugby club and the introduction of a specialist coach to work alongside all staff and pupils developing multi-skills and football coaching. This has also provided after-school club opportunities for <u>all</u> pupils.</p> <p>Swimming lessons for all children in EYFS and KS1. Opportunities for children in KS2 to further develop their swimming skills provided.</p> <p>New equipment/resources purchased for the effective teaching of PE and for developing our active play opportunities.</p> <p>The introduction of a Sports assembly has raised the profile of sports across the school and wider community.</p> <p>The recent achievement of Gold School Games Mark in recognition of our sports provision.</p>	<p>Further develop and strengthen our cluster links to include KS1 children participating in sporting events/festivals.</p> <p>Activities offered to KS1 children. However, rescheduling of events due to weather and lack of parental help with transport has impacted on our ability to attend all the events.</p> <p>Ensure staff use the opportunity to work alongside specialist coaches to upskill themselves. Consider the variety of clubs on offer. Children have requested a dance club.</p> <p>A wider variety of clubs (including dance) were offered to children across all key stages this year. Staff have worked alongside DS as CPD. Due to staffing changes, this needs to be extended to all staff next year with a timetable to support already in place.</p> <p>Actively encourage children in KS2 not meeting minimum swimming requirements to access lessons. Continue work with RNIB re: importance of learning to swim.</p> <p>Opportunities were provided for all children not meeting minimum requirements to attend swimming. Only one child did not take up this offer. They have now started private swimming lessons (April 2019). The RNIB did a whole school assembly and have carried out workshops with the Year 1 and 2</p>

children.

Ensure the equipment is being used and stored correctly and is being treated with respect by pupils. Introduce playground rota for use of the trim trail and pitches. Sports captains to encourage less active children to participate in active play.

Class changes have meant that PE equipment is now stored in more accessible areas. The Sports Captains have been proactive in ensuring it is returned and stored correctly. They are to train the Y5 children who will take on the responsibility next year in continuing this.

Maintain the Gold School Games Mark, consolidating our commitment to sports.

As a smaller school, we rely on parental engagement in our ability to participate in competitive sporting events and 'friendlies'. Key to this is building up / maintaining a bank of parent help as children move through the school.

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?	90%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	90%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	90%
<p>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?</p> <p>*Swimming lessons have been offered to the child not meeting the requirements. However, despite support from parents, the child has refused this offer.</p>	Yes*/No

*Schools may wish to provide this information in April, just before the publication deadline.

2. Action Plan and Budget Tracking

Academic Year: 2018/19		Total budget allocation: £18423		Date Updated: 10 07 2019	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity					Percentage of total allocation: 19.5%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Budget allocated:	Evidence and impact:	Sustainability and suggested next steps:	
Multiskills/football to be taught to every pupil each week.	Specialist coach to lead and develop the skills of the wider staff team (CPD), enabling the delivery of high-quality sessions.	£3600 (Multiskills/ Football Coach)	All classes receive multiskills/football lessons.	This is to be funded through school funds next year for lower school and HLTA doing Level 5 training to benefit from working alongside Coach.	
All teaching staff to complete a heatmap and introduce 15 minutes of activity into the curriculum each day.	PE Lead to attend Active 30:30 training and deliver training to whole staff team. Staff to introduce active breaks into school day.	Spent: £4200 -£600	Regular, active breaks observable in the children's learning.	Enrichment groups still to be offered at lunchtime and after school.	
All staff and playleaders to encourage active playtimes and lunchtimes.	Coach to train members of staff and Y5 pupils to enable them to provide a range of engaging activities.		Observed in an Education Scrutiny group (June 2019) where Governors joined in with children and measurable on class heatmaps (active planner).	Upper school staff to use skills gained previously to deliver through programme of wider sports / PA.	
Monitoring of attendance at extra-curricular clubs.	Staff to actively encourage less active children to participate. Pupil survey to understand likes/needs of the children.		Participation in active playtime increases.	Consider playleaders scheme moving forward again.	
			All pupils attend at least one club.		
			A questionnaire was completed by LRi to ensure pupil voice and		

			children's choices were catered for. For those children still reluctant to join clubs on offer, staff ensured they engaged in the cluster activities.	
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: >1%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Budget allocated:	Evidence and impact:	Sustainability and suggested next steps:
Sports assembly every month. Spirit of the Games central display board.	Dedicated assembly time so that key messages and the profile of PE raised and shared with parents. Display board showing achievements, information and community links.	(CPD Subject Lead) Spent: £200 Meetings were 4-6pm plus one afternoon over the course of the year.	All achievements are celebrated in a whole school assembly with special awards for pupils displaying a positive attitude towards health, sports and PE.	Assemblies to continue. HLTA to attend meetings.
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: >1%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Budget allocated:	Evidence and impact:	Sustainability and suggested next steps:
Subject leader to attend cluster and LA meetings.	Supply release to enable PE Lead to attend meetings aimed at promotion of sport: SGO meetings, Youth Sport Trust, etc. Time on training day dedicated to Succeedin platform – revisit for staff	£748 (Succeedin PE Platform) Spent: £748	Staff confidence and knowledge increased with the possibility of constructive feedback. Training was delivered to staff re: behaviour in PE lessons. Following ongoing issues with Succeedin due to mixed year	Continue this partnership

Training provided to all staff on the use of Succeedin to plan and track effective PE lessons. Opportunities for all staff to work alongside external professionals and coaches to upskill themselves.	previously trained. Specialist coach to lead and develop the skills of the wider staff team (CPD), enabling the delivery of high-quality sessions.		classes that are not static, it was agreed that we would look into alternative plans for PE.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 68.7%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Budget allocated:	Evidence and impact:	Sustainability and suggested next steps:
Additional achievements: A range of taster sessions (e.g. judo, cricket etc.) for all pupils. Involve external coaches to work alongside staff and lead clubs. Monitor the range of clubs on offer to ensure the needs of all pupils are met. Set up a healthy snack shop, salad bar and develop a pupils' kitchen space. Introduce a food curriculum to engage and promote healthy eating for all pupils.	PE Lead to arrange sessions and ensure time/space is allocated. PE Lead to ensure existing links with external coaches are maintained and utilised. Staff to attend sessions as part of own CPD. Pupil survey to understand likes/needs of the children. Develop our own Healthy Eating preparation space and curriculum o Inspire young entrepreneurs to promote healthy eating through our own school snack shop o Better develop the work in our school garden and use fruit and vegetables from our own allotment	£7160 (Set up grant for healthy snack shop, salad bar and development of pupils' kitchen space),	New events and clubs are offered to pupils. Pupils are meeting ARE. The majority of pupils are meeting ARE in Games aspect of PE – additional swimming lessons have helped with this. Skills need to be developed in dance and gym. Pupils with SEND have the same opportunities as their peers. The children's own running and promotion of the Healthy snack Trolley has had a marked impact on the choices children are making and the snacks they are eating. Pupils are actively engaged in policing snacks eaten in school now and a survey due	Constant eye over offer to pupils – COS Consider purchase of scheme to support development of dance and gym curriculum. Parent keen to start running club – qualification underway and space to do this being developed. Requested by pupils following school involvement in half marathon. Sustains itself and profits are fed back into resources for food curriculum. Healthy Eating Week gave opportunities for fundraising activity – fitathon – raised over £500 to further develop

<p>Develop the range of resources available to the children in the EY/Y1 end of school so that physical activity is increased and skills are developed more widely.</p>	<p>and orchard to create healthy dishes; tie in with Allotment topic for Y5/6 to lead – (Global fundraising money to begin developing keyhole gardens in the orchard)</p> <p>o Utilise the skills of people in our community who work in the food industry – Nutritionist, Chef, Gardener, Baker, Farmers, Caterer to deliver our own bespoke curriculum</p>	<p>including training for three staff on food preparation.</p> <p>£5700 (Outdoor active area resources for EYFS/Y1)</p> <p>Spent:</p> <p>£6954 – pupils' kitchen £206 - snack trolley and resources</p> <p>£6000 to fund climbing and physical equipment for EYFS/Y1</p>	<p>in Autumn term will provide evidence of the impact.</p> <p>Children have loved having the opportunity of developing a wider healthy lifestyle through lessons on healthy eating and this development is to continue next year with the introduction of more rigorous timetabled sessions in the teaching kitchen now that our healthy living curriculum is in place.</p> <p>These resources have enabled the outdoor area to be relocated to another area of the school meaning children in Y2 have also got a dedicated outdoor learning space, increasing their physical activity too. The items purchased greatly improve access to a range of PA.</p>	<p>resources needed in teaching kitchen. SA to purchase for September.</p> <p>Built into curriculum plan.</p> <p>Monitoring of PA and development through EYFS profile – tapestry.</p>
<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation:</p>
				<p>5.97%</p>

School focus with clarity on intended impact on pupils:	Actions to achieve:	Budget allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Support the development of a school football team and provide opportunities for competitive fixtures.</p> <p>All pupils to be given opportunities to attend cluster events. (Every pupil to attend at least one.)</p> <p>Intra-sport competitions organised throughout the school year.</p> <p>Participation in NY Inclusive School Sports Partnership events.</p> <p>Obtain support from professional coaches to organise both competitive and friendly fixtures.</p>	<p>Participation in the Selby Football League (KS2 children).</p> <p>Provide supply release for staff to accompany children to fixtures and events.</p> <p>Contribution to area sport co-ordinator (SH/MD) to organise competitive inter-school competitions.</p>	<p>£1100</p> <p>(Tadcaster Cluster Partnership)</p> <p>Spent: £1193.60 -£93.60</p>	<p>Tournament schedule created and school entries identified.</p> <p>The tournament schedule provided by Andy Jackson has been excellent. Commitment of other schools in the cluster and parents supporting transport to events has had an impact on our attendance. This has been raised with Stacey Howards, SGO.</p> <p>Additional funding was the Sportshall Athletics cost.</p>	<p>Continue this partnership. COS release where necessary.</p> <p>Consider an extra amount for surprises such as this additional cost in next plan.</p>