

PE Report 18-19

Impact of PE funding

Background

The government continues to provide additional funding to improve the provision of PE and sport. The funding is ring fenced and is only allowed to be spent on PE and sport provision in school. The total that the school will receive during the 2018-2019 academic year is £17,390.

Great Bowden have chosen to spend the money in a variety of ways this academic year, with the focus being on the children and how we can improve the provision that they are offered through high quality PE lessons, increased opportunities to take part in competitions and access to physical activity during the school day.

Number of pupils and grant received	
Total number of pupils on roll (at the time of the relevant census)	139
Lump sum	£16,000
Amount per pupil	£10
Total Grant received	£17,390
Summary Of PESG Allocation 2018/19	
Project	Cost
• External Specialist coaching	£5000
• Extending opportunities for specialist coaching across the school day through school clubs etc	£3040
• Employment of an in house sports coach/PE specialist	£5350
• Forest School	£2500
• Better lunchtimes	£1500
Total Expenditure	£17,390

As part of the PE funding we are required to measure impact against 5 areas, some of which link to our school development plan. These areas have been evidenced in the table below.

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:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> All children to have access to 2 hours of high quality PE per week. Playground leader training to allow opportunity for children to be taking part in active play at lunchtimes. Sports ambassadors play an active role in promoting physical activity. Sports coach to offer activities at lunch time and after school. School Council raising pupil voice to what activities children want outside at lunch times Positive Lunch Times – to help aid active lunchtimes outside as well as improved lunchtimes inside Active Travel Month to raise awareness of the importance to travel actively to and from school All children have access to high quality Forest school provision 	<ul style="list-style-type: none"> Coaches and teachers teaching curriculum PE lessons that are high quality. Assembly to promote. Leaders to help organize at lunchtimes. Variety of clubs/activities offered to a variety of children. Using the link with RSA to train year 6 leaders to aid active lunch times Councillors from years 3 to 6, giving pupil coice of how children from each year group would like to make their lunchtimes active and what equipment to buy with money raised from the PTA Having guidance from PLT organisation to help frame how the playground / field can be used to make each lunchtime active To help each child from every class become aware and active each day before and after school Forest school practitioner employed 	<ul style="list-style-type: none"> Timetables show that pupils are having correct amount of PE. Timetables showing a variety of activities on offer. Children regularly engaged and registers kept for clubs. Playground leader training took place in November. Improved behaviour and more children being active with help from the playground leaders All children feeling they have been listened to and having activities to suit children’s needs. The playground being timetabled and organised to give each year group opportunities to play with different activities Improved behaviour and social interactions. Using space wisely including the field in all weathers, to help children to play actively and having a sense of freedom Each child in every class becoming aware of just how often they are travelling actively to school and encouraging children to want to make that effort every day. Better concentration in class, improving learning Children have high quality outdoor learning and physical activities through Forest School provision 	<ul style="list-style-type: none"> New curriculum purchased with a focus on progression. Continue to promote physical activity throughout school. Increase the number of children trained as playground leaders and encourage their involvement To ensure that in all weathers the field is used To commit to regular focus weeks of active travel and PE focus weeks Ensure a clear timetable with a variety of children is set up for next year.

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:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Sports Ambassadors selected Successes celebrated in assembly/website/noticeboard ELSA training for GC to impact on pupils mental and emotional well being A PE coach employed to embed PE skills and practice across the whole school Positive Lunch Times 	<ul style="list-style-type: none"> Sports Ambassadors attend a conference in Autumn Term Results on website with photos. Certificates presented in assembly To enable small group interventions with ELSA trained HLTA To build a relationship with all pupils across the school, teaching each class 2 hours of PE a week. Including lunch time clubs and after school clubs To improve behaviour and social interactions as well as having active lunch times across the school 	<ul style="list-style-type: none"> Sports Ambassadors to run inter house competitions at lunchtimes. Children proud to represent school. Sport profile raised. Pupils feel listened to and talk freely about their feelings helping them to learn and understand themselves as well as others Experienced and skilled PE coach delivering sport lessons that are highly active and planned in adjacent to competitions and skill sets needed Improved behaviour at lunchtimes and active interactions using different activities and more organised space 	<ul style="list-style-type: none"> UKS2 and LKS2 to begin with. Look at competitions between classes/house groups in Spring and Summer Term. Links with routes to resilience character powers on sports notice board / PSHE To ensure that this is across Reception, KS1 and KS2 More consistent interventions Plan in place for when the PE coach is off sick so that the children still have high quality PE To ensure Lunch times are active Supervisors having support with active play

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:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Put in new PE lead to ensure good provision across the school New sports coach to provide consistency of PE teaching across the school 	<ul style="list-style-type: none"> New PE lead on PE conferences with LSLSSP Opportunities for staff to watch sports coaches 	<p>PE lead confident in leading PE across the school and to encourage other staff to feel confident</p>	<ul style="list-style-type: none"> New curriculum purchased with a view to focus on progression and assessment. Sports Coach to do Level 5 training PE courses for teachers

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:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Children to have access to a wide range of sports both within school curriculum time as well as before and after school opportunities and lunch time activities. Continue to offer a wide range of activities both within and outside the curriculum in order to get more pupils involved Focus particularly on those pupils who do not take up additional PE and sport opportunities Focus on SEN pupils by using coaches employed by our family of schools linked with LSLSSP membership 	<ul style="list-style-type: none"> Curriculum PE organized to offer children access to new sports – boxercise. Before/Lunch/After school clubs offer different sports to the traditional. Lunchtime and after/before school clubs to be offered throughout the week from our PE coach/Premier Identify individual needs with class teachers help Be involved in LADS, GALS, Energise, Big Moves projects that are all offered in our LSLSSP membership 	<ul style="list-style-type: none"> 72% of KS2 children engaged in extra curricular activities over the year. Playground leaders engaging children at lunchtimes. Boxercise on offer after school. Increased variety of activities available Children invited to clubs – emphasis on engaging less active and PP children Increase number of children taking part in clubs 	<ul style="list-style-type: none"> Continue to offer a variety of sports clubs to engage pupils. Lunchtime club format to be altered to ensure that children have access to a wide range of sports Review clubs and adapt where necessary to enhance provision for all e.g. ensuring KS1 and KS2 have clubs available to them Use pupil voice through questionnaires to determine children’s choice of clubs and increase participation

Key indicator 5: Increased participation in competitive sport

School focus with clarity on intended impact on pupils:	Actions to achieve:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Continue to enter school games competitions as well as events offered by our LSLSSP coordinator during the course of the school year 	<ul style="list-style-type: none"> 3 members staff involved in sport and competition practices 	<ul style="list-style-type: none"> Attend competitions pm offer from the LSLSSP and family of schools Increased participation, see registers and completion grid from LSLSSP 	<ul style="list-style-type: none"> Continue to enter competitions across a wide range of ages and continue to offer children the opportunities to compete in intra and inter school sport. Look at entering b teams where possible Continue to maintain employment of PE coach and PE events Coordinator to enable competitions to take place

2019-20:

- To look at the action points above and implement these during the year.
- Enter primary competitions.
- Look at ways for children to be active during the school day (30:30 offer)
- Sport to be promoted throughout the school using the noticeboard, assemblies and sports ambassadors.