

# North Ridge Community School

## Primary PE and Sports Premium

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 Ofsted Schools Inspection Framework 2018, 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. Schools are required to [publish details](#) of how they spend this funding and the effect it has had on pupils' PE and sport participation and attainment.

Revised May 2018

**Schools must include the following:**

- how much PE and sport premium funding you receives for this academic year
- a full breakdown of how you've spent or will spend the funding this year
- the effect of the premium on pupils' PE and sport participation and attainment
- how you will make sure these improvements are sustainable

The published information should be clear and easily accessible and we recommend that you upload the following template (Annex 1) to your website for this purpose.

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.

Primary PE 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 (above): 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.

Guidance on the primary PE and sport premium can be found at [gov.uk](#).  
Annex 1 – Primary PE and Sport premium – Online reporting template

## SECTION 1A – EVALUATION OF IMPACT/LEARNING TO DATE

**Name of school:** North Ridge Community School

**Academic:** 2017-18

In previous years, have you completed a self-review of PE, physical activity and school sport?	No
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 1B – SWIMMING AND WATER SAFETY self rescue focus.

Swimming is an important skill and can encourage a healthy and active lifestyle. All Local Authority schools must provide swimming instruction either in key stage 1 or key stage 2. The [programme of study for PE](#) sets out the expectation that pupils should be taught to:

- Be water confident
- 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.

Swimming and Water Safety <b>Need to put levels of confidence</b>	Please fill out all of the below:
• What percentage of your Year 6 pupils are water confident?	100%
• What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	0%
• What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	0 %

<ul style="list-style-type: none"> <li>What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?</li> </ul>	0 %
<ul style="list-style-type: none"> <li>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?</li> </ul>	No

**SECTION 2 – REFLECTION: WHAT HAVE WE ACHIEVED AND WHERE NEXT? 2018/ 2019**

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:

<b>Key priorities to date:</b>	<b>Key achievements/What worked well:</b>	<b>Key Learning/What will change next year:</b>
DfE Key Indicator: 1. The engagement of all pupils in regular activity-kick starting healthy lifestyles	<p>Creative Dance</p> <p>PE activites taken place has been: throwing, catching, balancing, climbing, yoga, dance, invasion games</p>	<p>Daily mile activities-staff training for ideas in creative ways of introducing this</p> <p>Structured lunch time activities at break and lunch times</p> <p>Planning to be in place to offer wider coverage of the PE curriculum (Top Play)</p> <p>Investment in playground and lunch time activities (staffing and resources) to create more sustainable physical activities at playtimes</p> <p>Improve strategy for reporting on and publicising sporting activities that families can attend either at school or at the local area evenings, weekends, school holidays</p>

<p>DfE Key Indicator 2: The profile of PE and sport being raised across the school as a tool for a whole school improvement.</p>	<p>Subject specialist planning has been provided covering the following activities: Invasion games, dance, gymnastics, athletics, striking games          Limited take up by class teachers to utilise the planning provided by subject specialist. When planning has been used the impact has been that the pupils have been engaged in the sessions.</p>	<p>Purchase the top play resource cards and the subject specialist and the HLTA to introduce activity topics to primary staff teams as part of the CPD programme at different stages during the year support the staff to deliver          To look at alternative providers in the local area who can offer a variety of dance styles such as cultural dances, aerobics and fitness</p>
<p>Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Specialist teachers of creative dance to lead activities          Pupils accessing weekly sessions the impact has been that the pupils engagement has increased and pupils have taken part in various types of dancing so therefore fitness levels have increased          Primary pupils attended swimming lessons at a local leisure centre          Pupils have had the opportunity to attend regular sessions. The impact has been that pupils have become more water confident          Professional football coaches from a local team (Huddersfield Town) to deliver activity sessions</p>	<p>Survey parents and teachers to identify non-swimmers and weak swimmers to prioritise them to access water confidence and swimming lessons. Investigate other locations of suitable swimming pools to meet the needs of disabled/SEN learners          Identify other professional sport clubs representing a variety of sports and activities          Introducing and resourcing minority sports and activities from the change4life programme          Introduce CSLA with post 16 students so they can become PE ambassadors for primary PE and sport during structured break and enrichment times</p>

<p>DfE Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Purchase of specialist equipment for the sensory circuit: trampettes, soft play mangle to add to existing resources to add interest and experimentation for pupils. The impact has been succesful. This was a pilot scheme which started for one pupil and it and the impact has been a decline in the pupil behaviour logs. After the success it has now involed more students with a circuit individualised.</p>	<p>Primary teachers to indicate additional resources to enrich the sports and physical activities delivered that will develop core motor skills, fitness, mental wellbeing, social communication skills and increase social integration</p>
<p>DfE Key indicator 5: Increased participation in competitive sports</p>	<p>Originally planned to participate in Dis-Sport event</p>	<p>Post 16 community award leaders to support sport and activity events in school. Investigate having a local special schools celebration of sport event. Setting up a special needs PE co-ordinator network to share practise and plan celebration activities between schools</p>

**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
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### **SECTION 3 – PLANNING YOUR PROVISION AND BUDGET FOR THE COMING YEAR**

**Use the template below to plan how you intend on spending your Primary PE and Sport Premium funding this academic year, to include which of the 5 key indicators that priority relates to. The greyed out boxes allow you to re-visit this section later in the year to review and plan next steps.**

Step by step guidance notes to support completion of the template to achieve self-sustaining improvement in the quality of PE and sport in primary schools:

Step 1: Confirm the total fund allocated

Step 2: Review activities and impact to date either using the template you used last year or section 2 above

Step 3: Confirm your priorities in terms of impact on pupils and enter into column B to detail your school focus (e.g. improved the quality of children's physical literacy at key stage 1)

Step 4: Cross reference these with the 5 key indicators for the Primary PE and Sport Premium by selecting the aspect(s) that this relates to (e.g. increased confidence, knowledge and skills of all staff in teaching PE and sport) and select these from the drop down menu in column A

Step 5: Complete column C to outline key actions to achieve these outcomes (e.g. whole staff training)

Step 6: Complete column D to detail funding allocated to this priority (e.g. £100.00)

Step 7: Complete column F to show how you plan to evidence the impact of this spend on young people

Step 8: Identify when you will revisit this template to update with actual spend, impact and sustainability next steps (greyed out columns E, G & H)

Step 9: The greyed out columns will be useful when reviewing your school's spend later in the year to confirm actual spend and impact to support further plans for the future and sustainability.

Academic Year: 2017/2018		Total fund allocated: £16,370					
A	B	C	D	E	F	G	H
PE and Sport Premium Key Outcome Indicator	School Focus/ planned <b><u>Impact on pupils</u></b>	Actions to Achieve	Planned Funding	Actual Funding	Evidence	Actual Impact (following Review) <b><i>on pupils</i></b>	Sustainability/ Next Steps
1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles	All pupils are engaged in regular activity	-Take part in weekly sessions of dance by Creative Dance	£9,0000	£8,170,00	-Weekly dance sessions timetabled to increase fitness and activity levels	Increased physical activity levels during the school day. Improve coordination and motor skills	From September 2018 look To look at alternative providers in the local area who can offer a variety of dance styles such as cultural dances, aerobics and fitness

2. the profile of PE and sport being raised across the school as a tool for whole school improvement	Pupils to develop water development	Take part in swimming sessions at a local leisure centre	£35000	£3420	Weekly swimming sessions led by swimming teacher	All pupils have developed water confidence, but due to their physical needs they are unable to swim a distance of 25 metres or use different strokes or perform safe rescue	To continue with the swimming session
3. increased confidence, knowledge and skills of all staff in teaching PE and sport	Pupils have accessed planned activities	To ensure all staff leading PE sessions had access to planning and resources by the subject specialist	£500	£500	All teachers use resources and planning materials	Where teachers use the planning provided pupils make progress in physical activities	Deliver bespoke training led by subject specialist who models the use of resources and how to differentiate the learning for individual pupils
4. broader experience of a range of sports and activities offered to all pupils	Pupils accessed a sensory circuit	To provide opportunities for targeted pupils to develop body awareness and reduced anxiety	£300	£250	All target students have regular sessions	Improved body management and reduce anxiety	Purchase additional equipment to enhance the sensory circuit

5. increased participation in competitive sport	Planned for pupils to take part in local Dis-Sport event	Pupils access training sessions so they can participate in activities	£325	£0	Planned event did not go ahead	No impact	To begin training session from January 2019 and participate in a similar event summer 2019
To investigate the types of resources and equipment suitable for SEND pupils to develop their basic body management/awareness skills	Pupils can access specialist equipment linked to their SEND needs	Regular opportunities to try a range of equipment to develop the confidence and physical skills	£4,500	£4,030	Incorporate in their planning	Broader range of activities to increase engagement and physical skills	To further develop this area as a means of differentiating activities to meet all SEND needs

Completed by: James Cuddy Phase Leader and PE Coordinator

Date: 22/05/2018

Review Date: [Click here to enter a date.](#)



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