**Primary PE & Sport funding**

At St. Wilfrid’s Catholic Primary we are utilising the Primary PE & Sport Premium funding to improve the quality and breadth of our PE & Sport provision through continually developing teaching and learning in PE, encouraging our pupils to adopt healthy active lifestyles and to take part in a wide range of sports and physical activities including more competitive school sport.

Our school will develop or add to the PE, physical activity and sport activities that we already offer and build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.

£18, 530

The full amount of PE & Sport Premium received for 2018/19 is

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| **Key Indicator 1** | **Actions taken** | | **Impact seen** |
| Improve the engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school | We have received training regarding the recommended 60 active minutes from Youth Sport Trust & Vale Royal School Sport Partnership.  We have used the Active School Planner to create Heatmaps covering all classes and a range of target groups (including the least active, gender groups, disadvantaged etc). The patterns of behaviour shown by the Heatmaps have identified morning lessons ( core curriculum) as lacking in activity younger children (EYFS and KS1) need support with engaging in activity at lunchtimes  The actions being taken to tackle the issues presented are*:*    1) Our school has engaged in Vale Royal School Sport Partnership development groups for Active Curriculum/Active Breaks in order to develop actions for the areas identified by our Active School Planner Heat Maps.  2) We are using 5-a-day fitness to provide children with a fun way to be active, to provide active breaks across the timetable or to bring focus to groups during lesson times  3) We will ensure every child has the opportunity to get involved in extra-curricular activity whether at lunchtimes, playtimes or in after-school clubs  4) Our school runs a recreational running programme called Golden Mile where pupils run or walk laps of our designated track  5) We have developed Play Leader roles who create activities to make lunchtimes more active.  6) We have engaged with the biking Ready Set Ride and Bikeability training to improve pupils skills and confidence and support them and their families take up more active travel to and from school.  7) Maths of the Day provided across the school with resources available to provide active maths lessons. | | 5 a day fitness is used mainly in KS2 with a more limited use in KS1, this is an area to develop. Staff new to the school have identified this as an area for staff training so it can be used more effectively right across school.  All children have the opportunity to walk or run the Golden Mile each day initially at lunchtimes and more recently first thing in the morning before school starts. There is approximately 90% participation in the early morning ‘run’. There is a leader board of number of miles for individuals and total miles per week for classes (weekly). Children with SEN have particularly engaged in the Golden Mile with staff and have clocked the most miles in school.  PESSCO and Headteacher have trained a group of 12 Y5 children as playground leaders. They offer daily activities for children in KS1 at lunchtimes.  All children have access (on a rota basis) to the outdoor gym, Playground leaders supervise activities and offer support for less confident children.  All children in EYFS (28) have participated in the Ready Set Rideprogramme with all achieving Level 3 and 77% of Y5 passed the Level 2 Bikeability.  Maths of the Day is used across school and Y3/4/6 being particularly strong in participation. |
| **Funding Allocated:**  £3000  Actual Spend :  £3000 | | **Sustainability/Suggested next steps:**  Continue with Let’s Walk. Bikeability, Ready, Set, Ride and purchase 10 striders and first cycles.  Continue to train a new group of Playground Leaders and provide support for them during lunchtimes, extend activities to Y3/4, maintain levels of good quality equipment for lunchtime Playground leaders  Implement C4L to engage with less active children  Seek ways to further promote active learning in core lessons | |

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| **Key Indicator 2** | **Actions taken** | | **Impact seen** |
| The profile of PE and sport is raised across the school as a tool for whole-school improvement | 1) We ensure our PE Subject Leader has appropriate support to develop our PE & School Sport offer and lead our teachers effectively. Our PE Subject Leader will attend regular training and receive focused support from Vale Royal School Sport Partnership & Youth Sport Trust trainers.  2) Welcome an athlete role-model to school to inspire our pupils to increase their participation in PE & School Sport.  3) Staff have attended staff meetings which focuses on increasing attainment in Maths and English through physical activity in order to maximise the opportunities for our pupils to be physically active  4) My Happy Mind Programme. All staff teachers and teaching assistants have engaged in the programme which will involve training our staff to adopt the explicit teaching of life skills such as co-operation, resilience and responsibility. We aim for this learning to be transferred into all lessons (including PE), their life in school and to their wider lives.  5) Engaged with the Pop Project with a theme of healthy mind, healthy body to initiate promotion of physical and mental wellbeing. | | PE lead has attended training for subject lead as well as other courses provided by Sports Partnership resulting in better understanding of the Sports Partnership and the opportunities it provides. Increased confidence in supporting staff and in initiating change in school.  Children across school have engaged wholeheartedly in the My Happy Mind programme with an improvement in understanding of how the brain works and how they can as learners use this to make them better learners in PE and in other areas of learning. The children demonstrate a good understanding of the importance of good mental health and the link between this and a healthy body.  There is now a display board specifically for PE and Sport promoting and celebrating participation and success.  Visit of Julie Grundy was very successful in promoting a positive role model for girls and in the importance of resilience in achieving success.  Promotion of positive role models in school, assemblies to celebrate participation in physical activity and competition as well as individuals in school who have achieved success in their sport. |
| **Funding Allocated:**  £ 4800  Actual Spend:  £4800 | | **Sustainability/Suggested next steps:**  To continue to promote healthy body, healthy mind by continuing with My Happy Mind programme  Focus on one week per term to promote healthy me, use playground leaders as role models and ambassadors  Use sports board to promote links to external clubs and other aspects of healthy living, eg favourite healthy meal | |

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| **Key Indicator 3** | **Actions taken** | | **Impact seen** |
| Increased confidence, knowledge and skills of all staff in teaching PE and sport | 1) Our school has the support of a specialist PE teacher (our PE & School Sport Coordinator) who co-delivers PE lessons with staff who have identified that they would benefit from additional support. She will work with teachers in EYFS, Y1, Y3, Y4, Y5.  2) PE Coordinator, who is new to the role to attend all available courses  HLTA to attend Ready Set Ride training  3) Specialist teachers/coaches to work alongside staff in Y2, Y6: planning together, team teaching and then supporting staff in delivery and assessment  4) Specialist coaches to work with class teachers and to deliver extra curricular activities  Specialist dance teachers to work with lower KS2 and Y6 in spring and summer terms  5) Begin to engage with Youth Trust Quality Mark to identify areas of strength and areas for development | | All staff involved have reported a positive impact of training through evaluations. The evaluations of KS1, KS2 & PESSCo support show teachers have brought about improvements in:   * Ability to support KS1 staff in planning and teaching progressive sessions focussed on the identified next steps of each child. * Lots of good ideas to help deliver the curriculum more effectively. * The course provided new ideas and approach to planning and delivering PE and what to look for to assess children and identify their needs. * The start to move gives a different view on how to teach key stage 1 PE, leading to increased confidence when delivering P.E. * More ideas about how to enable the children to make progress through the skills. * Improved PE lessons and pupils engagement with lessons * Knowing in greater detail what is required during a PE session * Improved confidence in delivery of dance * Ready Set Ride delivered to all EYFS and Y1 children * Initial work on Quality Mark has begun (summer term) |
| **Funding Allocated:**  £ 4500  Actual Spend:  £5200 | | **Sustainability/Suggested next steps:**  Complete work on Quality Mark with a view to achieving silver  Continue to up skill staff in delivering quality PE lessons  Continue to improve assessment for PE | |

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| **Key Indicator 4** | **Actions taken** | | **Impact seen** |
| Broader experience of a range of sports and activities offered to all pupils | We aim to provide a broader range of sports and activities to engage all children. This means that we will seek the views of our children before developing programmes such as extra-curricular clubs to ensure that they are in an activity which maximises engagement of all groups, at a time/venue which best engages those we want to engage and are rewarding to take part in.  Our PE curriculum is designed to engage all learners and ensure they have the skills and confidence to take part in a wide range of activities.  School staff are trained to create activities in PE and extra-curricular activity which meet the needs of every learner in order to support their progress.  1) Less active and Gifted and Talented children identified and supported by attendance at camps for primary skills, performance and leadership academies  2) After school clubs run: netball, hockey, judo, yoga, athletics  Outdoor gym installed in school playground and made accessible to all children at lunchtimes and all year round  3) Train new staff in the delivery of Mini Me Yoga | | A wider range of after school activities was on offer and uptake for all was good- all available places were taken up  All staff teachers and teaching assistants as well as after school club leader are now trained in delivering Mini Me Yoga which is used in PE lessons, in lessons throughout the school day an in the before and after school club. Children who do not usually engage in physical activity or lack confidence in participating in the usual activities engage well with yoga as do children who struggle to focus and concentrate.  The Mini Me Yoga after school club was open to EYFS and KS1 children and parents. It was well attended and well received by both children and parents.  The outdoor gym and all weather surface are in constant use with a rota for lunchtimes, sports leaders supervise and encourage children to use it. Less active children seem to enjoy using the gym. |
| **Funding Allocated:**  £1600  Actual Spending:  £2200 | | **Sustainability/Suggested next steps:**  Increase further range of after school activities particularly for KS1 and less active  Increase participation in after school activities for less active  Forge links with clubs in the locality and promote with parents  Engage pupil voice in which clubs activities to be offered | |

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| **Key Indicator 5** | **Actions taken** | | **Impact seen** |
| Increased participation in competitive sport | 1. We take part in a wide variety of competitive sports both within school and against other schools. By planning a range of intra-school competitions which can be accessed by all groups in school, selecting pupils and teams to take part in local inter-school competitions against other schools (both within the local cluster and across the Vale Royal School Sport Partnership), we aim to be fully involved in the School Games and other schools’ competitions 2. Our school takes part in an annual School Games Festival which takes place to celebrate National School Sport Week. We engage with a wide-range of festivals and events which cater for many different children. 3. We annually apply for a School Games Mark award and strategically plan to develop our offer of competitive sport in line with the criteria (for example by involving a group of young people in the planning of our involvement in the School Games through our SSOC or by increasing the number of sporting events we enter) | | Our school participated in the annual School Games Festival to celebrate National Schools Sports Week with children from each year group participating.  Teams were entered in all the available competitions and festivals through the sports partnership throughout the year with at least 2 teams entered in each event and 3 in the hockey competition. We reached the finals of the boys football, hockey, netball, boccia and won the girls football competition. A mixed ability team entered the sportshall athletics to ensure maximum participation.  We held a competitive sports day for KS2 and a festival type sports day for EYFS and KS1.  We held a family fun run for all children and their family members with over 100 participants.  School Games Silver Mark achieved. |
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|  | Only work with coaches who are appropriately qualified and checked. We will recruit coaches who have the correct level of training in the sport offered, as well as further training on safeguarding and protecting children, Emergency 1st Aid and who are fully insured to work with our children | |  |
| **Funding Allocated:**  £ 3300  Actual Spend:  £3300 | | **Sustainability/Suggested next steps:**  Continue to maximise participation in all Sports Partnership events entering 3 teams where possible  Maximise participation in competitive sport by developing intra sports competition in school and use Sports Leaders to promote and organise  Aim to achieve Quality Mark Silver  Aim to achieve School Games Gold Mark | |

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| **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? | 92% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 84% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 92% |
| 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? | NO |

\*Attainment data for year 6 pupils should be provided from their most recent swimming lessons. This may be data from years 3, 4, 5 or 6, depending on the swimming programme at your school.

