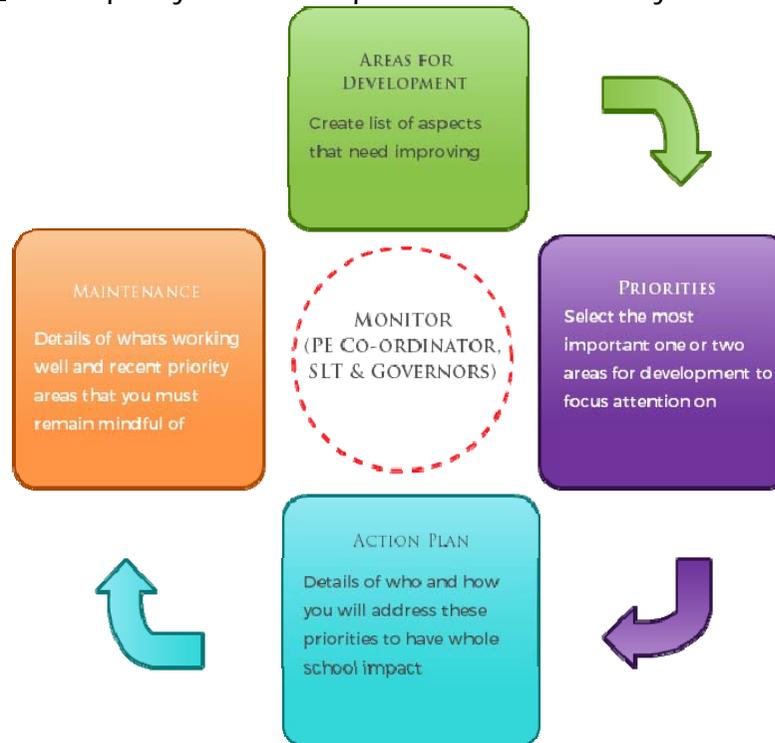


Primary PE and Sports Premium 2018-19 (Evaluation)

Objective: We believe that Physical Education and competitive sport plays a vital role in the development of our children and the 'Herrick Character'. Each and every child is encouraged to participate in physical activity and understand the benefits such as: respecting themselves and others, never giving up, making the right choices and contributing to the community. Our ultimate goal is to achieve self-sustaining improvement in the quality of PE and sport at Herrick Primary School. Please see Figure 1



Section 1A: Evaluation and Impact to Date

In previous years, have you completed a self-review of PE, physical activity and school sport? Yes

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

Please refer to 'Sports Premium 2013 -18'

Section 1B: Swimming and Water Safety

Swimming is an important skill and can encourage a healthy and active lifestyle. The [programme of study for PE](#) sets out the expectation that pupils should be taught to:

- 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 (2018-19)	Please fill out all of the below:
• 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?	60%
• 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?	70 %
• 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?	50 %

<ul style="list-style-type: none"> 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? 	Yes
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50% of children in year 6 had achieved level 3 in swimming. The remaining 50% developed an awareness of water safety and have the skills to keep themselves afloat in a swimming pool. The Year 6 children have, once again, had the opportunity to receive booster sessions in the 3:3. The rationale behind these sessions is to boost their attainment in reaching the expected national standard of a Year 6 child, in relation to swimming. 60% of our Year 6 cohort had the outcome of achieving at least 25m in the swimming pool. Of the 18 children that received the booster swimming sessions, 75% of them achieved their age-related outcome.

Section 2: What have we achieved and where next Please refer to 'Sports Premium 2013 -18' for evaluation

Proposals for next year:

- To purchase large sporting equipment for both the playgrounds and the fields. -
 - Basketball posts
 - Netball posts
 - Football goals
- To re-instate the Outdoor Pursuits Centre Initiative for our children with low self-esteem as well as potential barriers within the classroom.
- To provide healthy living days, where children have the opportunity to design exercise plans and cook and prepare their own healthy meals
- Reduction in the level of equipment replenishment, allowing leaders to spend money on creating more opportunities.
- To organise termly inter-sport competitions
- Booster/ swimming sessions for targeted children (train Herrick staff to deliver swimming sessions)
- To increase the percentage of children at the end of year 6 who are able to swim 25m in line with national expectations for level 3

- A full year's subscription to the School Sports Partnership
- Outside agency to run a cricket, netball and football team – extra to the after-school clubs
- Purchase trophies for inter-school competitions that are ran at lunchtime
- CPD release for teachers to observe me teach PE
- Inspirational speaker day to increase the level of children's interest
- Create an initiative with one of the city's professional sports clubs – linked to academic and personal achievement of our children
- Bicycle initiative for KS2 playground – Purchase of 2nd hand bikes

Section 3: Planning our provision and budget for 2018 -19

Academic Year: 2017 -18		Total fund allocated: £ 16,000 (approximately)					
A	B	C	D	E	F	G	H
PE and Sport Premium Key Outcome Indicator	School Focus/ planned <u>Impact</u> on <i>pupils</i>	Actions to Achieve	Planned Funding	Actual Funding	Evidence	Actual Impact (following Review) on <i>pupils</i>	Sustainability/ Next Steps

<p>1. the engagement of all pupils in regular physical activity – kickstarting healthy active lifestyles</p>	<p>To provide healthy living days, where children have the opportunity to design exercise plans and cook and prepare their own healthy meals – <u>impact:</u> preparation for health adult life</p>	<p>Plan and timetable healthy living days/ phase meeting linked to learning</p>	<p>£450</p>		<p>Children will reflect on learning and record changes/measures taken to support health living – <u>Evidence:</u> learning journals/ pupil interviews/ survey</p>	<p>The children had the opportunity to have breakfast together, making their own informed decisions on what to consume and the impact that would have on themselves. During these sessions, they also planned, reviewed and gave thought towards the</p>	<p>Due to the low cost of this initiative it is something that will remain in place for next year. The next steps to this is for all classes to have the opportunity to plan and prepare their own meals. This is to be done on a halftermly basis to allow for them to complete it 6 times.</p>
						<p>food they consume and how they could make better informed decisions.</p>	

<p>Bicycle initiative for KS2 playground / Purchase of 2nd hand bikes – <u>impact:</u> pupils learn to cycle/ recognise alternatives methods of travel linked to healthy lifestyles</p>	<p>Investigate range and level of bikes required/ plan targets and activities</p>	<p>£500</p>		<p>Completion of tests in KS2 identifying children who can cycle <u>Evidence:</u> (survey of children who either cycled to school Aut Spr Sum)</p>	<p>All KS2 children have had the opportunity to take part in bicycle riding sessions. Children have become more confident and there has been a 7% increase the number of children being able to ride. This has been further developed by having bike to school initiatives, cycling proficiency throughout the whole school and an encouragement for all children to choose cycling as a mode of travel to school.</p>	<p>Due to the high impact on physical activity levels of all children, groups of children will be allocated specific time slots during the academic year to learn and improve their cycling proficiency. Maintenance of the bikes will be a cost that is factored in and the purchase of more bikes is a possibility.</p>
<p>Playground markings to support active play in both KS1 and 2 - <u>impact:</u> pupils encouraged to complete circuits within given times / make pupils resilient</p>	<p>Design and build circuit –incorporate with existing features / produce chart of year groups with times/ monitors to chosen to record events</p>	<p>£1500</p>		<p>Children to record times when completing circuits – league tables to be formulated <u>Evidence:</u> class records</p>	<p>Due to the increase in the cost of the playground being repainted, there was extra resources purchased instead of having the whole of the</p>	<p>To further improve break times and lunchtime next year, there will be structured sessions throughout break time that the children will have to opportunity to take part in.</p>

						playground painted. The netball court was successful in allowing children the opportunity to play and perform their skills, as well as giving sections for physical activity stations to be undertaken.	
2. the profile of PE and sport being raised across the school as a tool for whole school improvement	Create changing rooms and outdoor footwear storage area / designated areas for sports leaders and clubs – <u>impact</u> : supporting pupils to participate in both lunchtime and after school sporting activities	Contact local builders/decorators Purchase storage and artificial grass Create designated areas for sports leaders	£1800		Designated areas will support children to participate in sporting activities - <u>Evidence</u> : % of pupils taking part in sport to increase (PE file)	The areas for sports storage were successful in allowing children to make their own choices, recognise the value of free choice and the benefits of physical activity.	To further develop this, repurchasing of storage units will be apparent and the role of sports leaders will be further developed throughout the academic year.
	Embed an ethos of reflecting on choices and decisions made on developing a healthy lifestyle - <u>impact</u> : pupils review and adjust accordingly in-relation to diet and exercise	Purchase diaries and plan lessons on recording and reflecting on weekly exercise and diet	£450		Children will be recording activities and actions under healthy lifestyle - <u>Evidence</u> : KS2 diaries	The use of the diaries had a good level of impact for those that used them to their full potential. The children had the opportunity to have a class breakfast and review their choices and their lifestyles.	To further increase the impact of these sessions and diaries, the sessions will continue on a regular basis but planned in on a more regular basis will be review sessions. As well as this, there has been an evaluation of the diaries and there have been amendments made in order to promote a greater level of thinking on this topic.

<p>3. increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>CPD release for teachers to observe PE specialists teach PE - <u>impact:</u> pupils to receive effective physical education supporting well-being</p>	<p>Plan and timetable teacher release to observe specialist teacher</p>	<p>£3500</p>		<p>Teachers will have developed skills and knowledge on delivering effective PE lessons <u>Evidence:</u> planning and pupil interviews</p>	<p>Due to staffing constraints at times during the academic year, this hasn't happened as regularly as first planned. However, on the occasions that staff received CPD, it has been extremely beneficial and saw an instant spike in PE being taught,</p>	<p>To further develop the practise of our staff, we have employed a PE specialist to work alongside our teachers. This will be a source of weekly CPD for all of our staff members. This will allow for a greater level of sustainability for the future teaching of PE at Herrick.</p>
<p>4. broader experience of a range of sports and activities offered to all pupils</p>	<p>A full year's subscription to the School Sports Partnership – <u>impact:</u> pupils involved in competitive competitions which will support developing Herrick Character and Learning Attitudes</p>	<p>Plan and timetable events throughout the year for children to participate Complete contract for 2years – link lessons to HC and LA</p>	<p>£1200 + £1000(transport)</p>		<p>Higher number of children involved in a range of competitive sports throughout the year- <u>Evidence:</u> % of pupils taking part in sport to increase (PE file)</p>	<p>With the opportunity for our children to participate in level one and level two competitions we have seen a greater level of interest in all of our sporting competitions. We have participated in a large range of sporting activities giving each and everyone the opportunity to improve and gain new life experiences.</p>	<p>Maintain the inter and intra class competitions which were a great foundation for our children to experience competition in a 'safer' environment. To further develop the profile of sporting completion and aid the development of the HC and LA at Herrick, we are introducing structured skills sessions during break time and lunchtime, which will be overseen by our sports specialist and ran by our Sports Leaders.</p>

	Purchase of cricketing nets/ golf equipment / outdoor mini trampolines – <u>impact:</u> pupils learn to cycle/ recognise alternatives methods of travel linked to healthy lifestyles	Provide lunch-time and after school opportunities to develop different sport skills	£3500		Children provided with choice of activities <u>Evidence:</u> planning and pupil interviews	The purchasing of bicycles for the KS2 playground was a huge success and the level of impact was outstanding. Children had a timetable of when they could access the bikes as well as cath up and improvement time, which was all lead and instructed by the most confident cyclists at school, in ear 6	Due to the bikes already being purchased, it provides another sustainable means of physical activity for our children. Sessions will be planned in for our sports specialist to have 'booster' sessions with those children that cannot ride a bike. Our vision is that by the end of year 3, every child will be able to ride a bike.
5. increased participation in competitive sport	Booster/ swimming sessions for targeted children (train Herrick staff to deliver swimming sessions) – <u>impact:</u> identify pupils to participate in competitions/ pupils and teachers working together to develop confidence / higher % of pupils to achieve 25m and L3 /	Teachers to have relevant training and complete swimming tests/ produce records to reflect progress of pupils/ enter children in swimming competitions /promote swimming in community	£2000		Children achieve a higher level of confidence and achieve 25m and L3 - <u>Evidence:</u> higher % of pupils in comparison to 2018 (Swimming file)	The relevant training was delivered to the teachers that required the specific CPD to deliver high quality swim sessions. This meant that our children received a higher level of provision, thus made greater progress during the academic year. As well as this, targeted children in Yea r 6 received endof- year booster sessions to give them greater confidence and being safe in the water.	The provision will remain during the academic year and further booster sessions will be apparent for those requiring a greater level of water safety and achieving the 25m standard.

