



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised October 2018

CE
Standlake
Primary School

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • The school continues to be known for its high priority on physical education, healthy lifestyles and competition • We have had some sporting team success in football, hockey and cross-country competitions • Ongoing Continual Professional Development (CDP) for all teaching staff is being well received and leading to improved teacher practice in dance, gymnastics and REAL PE which in turn is improving the children's learning • We are regularly attending our Multi-Academy Trust festivals and competitions 	<ul style="list-style-type: none"> • To provide more opportunities for the children to be active at break and lunchtimes i.e. adventure trail. Observations suggest that some children are not particularly active during the breaktimes so need to be motivated to be s. An adventure trail would also support the children's core strength, not just their aerobic need • To specifically target children who are not normally engaging with physical education, outside of lesson time • To purchase some additional sport specific equipment for the teachers to use in their lessons to enhance the learning experiences of the children e.g. athletics equipment

Meeting national curriculum requirements for swimming and water safety in 2018-19	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? N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.	75% <i>(12 pupils from 16)</i>
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	75% <i>(12 pupils from 16)</i>
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	75% <i>(12 pupils from 16)</i>
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

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for students today and for the future.

Brough Forward from 19/20: £2,899		Academic Year: 2018/19		Total fund allocated: £16,958		Date Updated: x	
Key indicator 1: The engagement of <u>all</u> 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							Percentage of total allocation:
							101%
School focus with clarity on intended impact on pupils :		Actions to achieve:		Funding allocated:	Evidence and impact:		Sustainability and suggested next steps:
Adventure Trail				£17,184			
Subsidy for clubs							

Key indicator 2: The profile of Physical Education, Sport and Physical Activity (PESSPA) being raised across the school as a tool for whole school improvement							Percentage of total allocation:
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				0%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
School Games Mark Silver Award		£?		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				23%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Weekly CPD/Team Teach training from a specialist secondary school PE teacher for two teachers per term, on rotation, SO THAT</p> <p>Teachers develop knowledge and skills in all areas of the PE curriculum, particularly dance, gymnastics and REAL PE SO THAT</p> <p>So that the children benefit from high quality instruction during their PE lessons</p>	<p>Co-planning activity between class teacher and secondary teacher</p> <p>Peer observation of class teacher & self-evaluation of practice</p> <p>Class teacher and secondary teacher Team Teach for the term</p> <p>Class teacher and secondary teacher review the term and celebrate development</p>	<p>£3,500</p>	<p>All evidence, to date, has been anecdotal from the class teacher and pupils:</p> <p>Pupils are getting more out of and are enjoying the PE lessons that are team taught. They say they are learning some harder things in gym and dance and are being challenged to do things they might not have tried before. The children comment that the team taught lessons are good.</p> <p>Teachers say the new knowledge and skills they have learnt working alongside the specialist practitioner has boosted their own confidence at delivering gym and dance. It has also helped reinforce the learning from the whole school REAL PE training undertaken the previous year</p>	<p>To formally observe class teachers PE practice to assess impact</p> <p>For a link governor to informally observe and review the work</p>
West Oxfordshire Cluster Youth Sport Trust		£360		
Jasmin Real PE		£294		

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Standlake to attend the Multi-Academy Trust 'festivals' SO THAT</p> <ol style="list-style-type: none"> The children get an opportunity to participate in a range of activities that would not normally be delivered in school The children are able to participate in activities that alongside other schools 	<p>Participate in the EPA festivals</p> <p>Organise transport</p>	<p>£500 towards transport and teacher cover costs</p>	<p>EPA MAT festivals attended:</p> <ul style="list-style-type: none"> Multi-skills Dance <p>60 children attended these events</p>	<p>To continue to attend the festivals</p>
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Standlake to attend out Multi-Academy Trust 'intra-competitions' and enter West Oxfordshire School Sports Partnership (WOSSP) SO THAT</p> <ol style="list-style-type: none"> The children experience being part of a team in a competitive environment The children learn the values of sportsmanship The children get the opportunity to learn humility in success and resilience in defeat 	<p>Enter the Eynsham Partnership Academy Sports events</p> <p>Enter the WOSSP Sports events</p> <p>Play a competitive game against other schools</p> <p>Organise transports</p>	<p>£1000 towards transport and teacher cover costs</p>	<p>EPA MAT competitions attended:</p> <ul style="list-style-type: none"> High5 Netball Hockey Football Swimming Gala EPA Sports Day at Tilsley Park <p>All children in KS2 (88 pupils) took part in at least one competitive EPA Event</p> <p>WOSSP competitions attended:</p> <ul style="list-style-type: none"> X-Country <p>16 children took part in this event</p>	<p>To ensure attendance at all EPA & WOSSP events</p> <p>To increase the numbers of children taken to the X-Country event</p> <p>To find some competitive sporting opportunities for KS1 children</p>

			Competitive fixtures against other schools: <ul style="list-style-type: none">- 5-side football match against the Mulberry Bush Special Residential School	
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