



new wave federation

Evidencing the Impact of Primary PE and Sports Premium

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| School | Woodberry Down Community Primary School | Headteacher | Mr Derek Hewie | Date | September 2018 |
| <p>New Wave Federation Schools believe that physical education is an essential part of a child's educational development. We aim to develop a balanced program offering a variety of activities to enhance skills in physical education. Positive participation in physical education will enable children to build, self-esteem, teamwork and positive attitudes in P.E.</p> <p>We aim to:</p> <ul style="list-style-type: none"> - Develop confidence, skills and knowledge. - Pursuit for excellence - Be proud of achievements. - Promote fair play and respect. - Educate children to improve health and wellbeing. - Provide quality opportunities for children outside of school time. | | | | | |

Support for review and reflection - considering the five key indicators from DfE, what development needs are priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

| Key achievements to date: | Areas for further improvement and baseline evidence of need: |
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| <ul style="list-style-type: none"> • Greater number of children involved in after school sporting activities and clubs with a broader remit, such as ballet, tennis. • The development of fundamental movement skills with opportunities for competitive and co-operative physical activity for children during their Nursery and Reception years, so that the majority of children are competent and confident in these areas when they reach Key Stage 1. • Most children involved in adult led, structured sporting activities each play and lunch time including football, basketball, table tennis, king ball and volleyball. • Participation and wins in local tournaments in: football, basketball, volleyball, athletics and tennis. • Pupils representing Hackney in the Hackney District Team in football. • Wide range of extra-curricular activities for pupils across the school including: The Hackney Half, Personal Best and Bike Around the Borough. | <ul style="list-style-type: none"> • Further develop pupil voice to identify barriers to participation for reluctant children and to act accordingly to reduce those barriers. • Further increase the breadth of competitive sporting opportunities offered to children including Federation sports days. • Further develop the use of Playground Friends so that children are given the opportunity to become sporting leaders and role-models for others across the school. • Further develop links to other areas of the curriculum such as DT by providing children with cooking lessons to increase their understanding of the role good nutrition plays in being healthy alongside physical and mental wellbeing. |

| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below: |
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| 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? | 82% |
| 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? | 60% |
| 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? | 56% |
| 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 five key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for students today and for the future.

| Academic Year: 2017/18 | | Total fund allocated: £20, 464 | Date Updated: | September 2018 |
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| Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity | | | | Percentage of total allocation: 80% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <ul style="list-style-type: none"> Employ permanent sports coaches to deepen the breadth of sporting activities provided for all children, but especially KS1, during lunchtime play. Ensure that all support staff are trained in how to engage children in physical activities during morning and lunchtime play. Continue to develop and train children as Playground Friends and sporting role models to further encourage their peers to participate in a range of physical activities and develop strong communication and collaboration skills. | <ul style="list-style-type: none"> Lead Federation PE coach to provide training and on-going coaching and CPD for sports coaches to ensure high-quality play activities are accessible to all children every lunch-time and play-time. Use pupil voice to inform purchasing of new equipment and playground resources. Re-organisation of space to accommodate a wider range of games Development of a Playground Friend rota for Reception and KS1 for a wider range of games to be played. Coaches to target children who are reluctant to participate in physical activity. Specific Reception focused games | £15,500 lunchtime sports coach provision £850 playground friend equipment and training | <ul style="list-style-type: none"> A wide range of sporting activities are offered at playtimes with specialist activities for Reception and Key Stage 1 children, to ensure that all children are active for more than 30 minutes a day. Pupil voice shows that the majority of children partake in team games such as football, table tennis, basketball and king ball, led by trained support staff during playtime and lunchtime play each day totally at least 45 minutes. Sports coaches are strong role models for all children modelling the impact of regular physical activity for | <ul style="list-style-type: none"> Further develop the role of playground friends through training and resourcing to encourage participation in a wider range of physical activities for EYFS and KS1 children at break time. Gain further pupil opinion, through surveys and School Council on what games and equipment will increase motivation and participation Increase % of |

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| | to encourage physical play-time activity from an early age. | | the children. | premium spending on equipment including |
| Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| | | | | 0% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <ul style="list-style-type: none"> Sports coaches and class teachers to recognise sporting achievement during the weekly celebration assembly, linked to the 'Yes to Success' value of the week e.g. resilience to raise the profile of PE linked to lifelong learning. Celebrations communicated via school's newsletter, website and Twitter account to raise profile. Links between PE and key 'Yes to Success' life skills highlighted through teaching and learning in lessons. | <ul style="list-style-type: none"> Dedicated section in assembly to celebrate sporting achievements Tweets, photos on newsletter and website of all sporting events | None, no additional costs are incurred | <ul style="list-style-type: none"> Pupil and parent voice indicate awareness of sporting achievements Yoga sessions well received and pupils using techniques outside of session to promote well-being and therefore focus. | <ul style="list-style-type: none"> Add specific section into parent survey on sports provision and impact Playground Friends to deliver assemblies on collaboration and competition to support all children to enjoy activities involving these skills. |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
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| | | | | 4% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <ul style="list-style-type: none"> PE lead coach and PE coaches to provide staff CPD on how to plan and develop the PE curriculum. PE coaches team-teaching with training and newly qualified teachers to develop their confidence, knowledge and skills so that all staff deliver high quality lessons that build children's knowledge and skills. Lead coach to attend Teaching School cluster meetings to share good practice and develop action plans and monitoring cycle to ensure strong provision for all pupils. | <ul style="list-style-type: none"> Federation coaches to provide further support and team teaching for staff Apply for membership of professional body to support further professional development of staff | <p>£450 Coach professional development £450 cover allocation to allow for team teaching opportunities.</p> | <ul style="list-style-type: none"> High quality permanent sports coaches hired creating a school and Federation 'Sports Hub' team to replace 'bought-in' PE teachers providing support to all teachers with planning and teaching to ensure high quality sports lessons are delivered by all staff. Leaders are confident when undertaking lesson observations/team teaching, feedback and lead discussions have an impact on learning PE lessons challenge children of different levels and encourage the development of whole school 'Yes to Success' values: resilience, focus, creativity and enquiry. The inclusion of digital technology in PE lessons to support children to record and compare performances and Better subject knowledge for TAs to take a more active role in | <ul style="list-style-type: none"> Lead PE coach to identify any staff who need further support and provide appropriate support – with planning, through team teaching, via coaching Further professional learning opportunities for staff who request it e.g. peer observations Develop PE subject leader networks with colleagues at other schools to encourage sharing of good practice and strengthen opportunities for collaborative and competitive sporting activities and events. |

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| | | | lessons/lunchtimes through having sessions modelled to them by sports coaches. | |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: 0% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <ul style="list-style-type: none"> Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved. Maintain school database on participation in clubs, events and competitions to allow school to target those pupils who do not take up additional PE and Sport opportunities. Increase participation of pupils with identified SEND in physical activity by ensuring coaches are aware of needs and how to adapt lessons to provide the children will full participation Encourage pupils to improve their skills, times, distances etc so those pupils who are not competitive or engaging in physical activities have greater motivation to challenge themselves. | <ul style="list-style-type: none"> Deploy 'Personal Best' program for KS2 pupils Through Young Hackney and other local groups, maximise the number of competitions, events and festivals entered Keep a record of all events entered and all pupils attended and target provision at those who may not have participated Continue to provide yoga in EYFS and KS1 to promote mindfulness and well-being Continue to make use of local organisations who offer free high quality coaching e.g. the Year 5 tennis programme linked to Finsbury Park | None, no additional costs are incurred as funding is secured locally | <ul style="list-style-type: none"> At least 25 pupils to participate in Bike Around the Borough At least 60 pupils gaining additional yoga sessions in addition to the PE provision 90 KS2 pupils receiving weekly tennis tuition in addition to the PE provision Competitions for Tennis, Cross-country, Multi-sports At least 90 children being given the opportunity to take part in ballet lessons, with the option to continue through after school clubs Pupils selected to compete in Personal Best – program to encourage children who are no necessarily engaged in physical activities | <ul style="list-style-type: none"> Through pupil voice increase the range of activities on offer and therefore encourage more pupils to participate Investigate further links with local sporting clubs and bodies e.g. athletics associations linked to Finsbury Park |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
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| | | | | 16% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <ul style="list-style-type: none"> Develop a wide range of opportunities to try different sports through extra-curricular activities. Enroll in Young Hackney 'festivals' which require no prior experience to give children a taster for competitive sports. Expand range of activities available as extra-curricular clubs to encourage pupils to more involved. Signpost families to opportunities outside of school to engage in further activities. | <ul style="list-style-type: none"> Enter local competitions and events e.g. Bike Around the Borough, Hackney Half Marathon Expand range of clubs e.g.: Street Dance, Gymnastics, Badminton, Karate, Ballet Partnership with local community to develop participation e.g. Young Hackney Publication through school's communication of additional physical activities available e.g. Forest Schools and Summer camps | £3,214 for ASC for competitive sports with coaches | <ul style="list-style-type: none"> Parental and pupil voice are very positive about the range of physical activities during after school clubs with most clubs being over-subscribed and with a waiting list Spreadsheet shows that a large number of pupils are participating in extra-curricular competitive sport. | <ul style="list-style-type: none"> Reflect for Sept 18 on demand and waiting lists for physical activity ASC and adjust provision as needed. Further broaden pupils' range of opportunities to include even more activities not covered within the curriculum especially adventurous activities. |