



## Primary PE and Sports Premium Action Plan 2018/19

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| <b>Academic Year:</b> 2018/19  |  | <b>Total fund allocated:</b> £ 18220  |  | <b>Date Updated:</b> January 2019   |  |
| <b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity                   |  |   |  |   |  |
| <i>School focus with clarity on intended <b>impact on pupils:</b></i>                                      |  | <i>Actions to achieve:</i>  |  | <i>Evidence and impact:</i>   |  |
| Introduce monitoring of how much activity each pupil does in each class.                                   |  | <ol style="list-style-type: none"> <li>1.Sports leader to give to all teachers a chart to record their pupils activity including activity at school, sports clubs attended and competitions involved in.</li> <li>2.Teachers record pupils activity.</li> <li>3.Sports specialist and PE co-ordinator monitor the charts every half term to identify the pupils which are not doing enough activity.</li> </ol> |  | <p>Termly monitoring of activity sheets has shown the children who are participating in physical activity.</p> <p>Information has been used to target pupils who need more physical activity.</p>   |  |
| Introduce targeted lunchtime and playtime activities to get more children doing daily physical activities. |  | <ol style="list-style-type: none"> <li>1.Sports specialist/PE TA and PE co-ordinator plan opportunities to include pupils who do not do enough activity.</li> <li>2.Pupil sports leaders and PE specialist teaching assistant to lead lunchtime activities</li> <li>3.Sports specialist to run a variety of after school clubs. E.g skipping club</li> </ol>  |  | <p>32 Pupils are being targeted each term and are taking part in extra lunchtime activities of badminton, football games clubs with the Teaching Assistant.</p> <p>Skipping club was attended by 20 children weekly.</p> <p>Summer 1 – Since september 44 children have taken part in lunchtime clubs with sports TA</p>  |  |
|  |  |   |  | <p>Target of 80% of pupils taking part in regular physical activity during school time or after school by July 2019 aiming towards pupils completing 30 minutes of exercise a day.</p> <p>Continue to monitor who is taking part in physical activities.</p> <p>Change which pupils are participating in activities so all pupils take part in some extra-curricular activity through the year.</p> |  |

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| <p>Teachers to incorporate active learning strategies into lessons to get pupils moving more during lesson time.</p> | <ol style="list-style-type: none"> <li>1. Arrange in house training on active maths and active literacy. (Led by Schools Sports Partnership SSP) All teachers to observe active maths and literacy lesson.</li> <li>2. LD (DHT, PE co-ordinator) to observe lessons and identify active learning.</li> <li>3. In January 2019 the phonics co-ordinator and DHT have given training to teachers and TAs on delivering more active phonics lessons.</li> <li>4. DHT, sports specialist and teachers support each other through demonstrations, staff meeting time increasing the number of active literacy and maths lessons.</li> </ol> | <p>Autumn 2 - Active lesson training has been given to all teachers.<br/>Spring 1 - Some teachers have begun to use ideas in classrooms. E.g. Making quadrilaterals with their bodies. Active phonics. This good practice has been shared in staff meeting.</p> <p>In lesson observations pupils are seen out of their chairs and walking around to complete activities.</p> <p>Summer 1 – Additional PE time in time table has given the opportunity for the PE specialist to deliver extra active maths or literacy weekly to each class.</p> | <p>Continue to monitor active lessons</p>  |
| <p>Introduce pupil sports leaders to encourage other pupils to be active at lunchtime and playtime.</p>              | <ol style="list-style-type: none"> <li>1. 8 Year 5 pupils to attend sports leader conference. Nov 18 (Run by SSP)</li> <li>2. PE specialist to work with sports leaders to identify their role.</li> <li>3. Identify the sports leaders in assembly and tell the whole school about their role.</li> <li>4. Year 5 pupils to have special jumper, badge or hat to show they are sports leader.</li> <li>5. Sports leaders encourage pupils to engage in physical activity/ pupil led clubs to get active.</li> </ol>   | <p>Spring 1 - Sports leaders have a timetable of student led activities, clubs and groups.</p> <p>Pupil sports leaders are encouraging pupils on the playground to take part in physical activity everyday.</p> <p>Summer 1 – approximately 75 children have been engaged in lunchtime activities with sports leaders</p>   | <p>Half termly monitoring of activity sheets will show that more children are participating in activities as the year goes on with a target of 80% of pupils taking part in half hour daily physical activity at least four times per week by July 2018.</p> |

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| <p>Change school timetable so each class has 3 hours of PE every week</p> <p>Continue to have football after school club led by Grimsby Town and breakfast club run by Premier Sports</p> | <p>6. Buy equipment for lunchtime sports including sports leaders outfit</p> <p>1. By the summer term 3 hours of PE taught to each child every week. One PE lesson led by the sports teacher, one led by the class teacher and one active mnaths or literacy lesson each week.</p> <p>After school clubs continuing Breakfast club to start in Summer Term</p> | <p>In January 2019 timetabling has changed so that every class has two hours of PE lessons every week.</p> <p>In Summer 1 all classes have 3 hours of PE per week.</p> |  |
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**Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement**

| <i>School focus with clarity on intended <b>impact on pupils:</b></i>                         | <i>Actions to achieve:</i>  | <i>Evidence and impact:</i>   | <i>Sustainability and suggested next steps:</i>                  |
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| <p>Ensure physical activity is regarded highly by children and stakeholders in the school</p> | <p>1. Leadership structure revised so DHT takes on role of physical development leader.</p> <p>2. PE lessons to be taught by teachers for two hours per week.</p> <p>3. DHT to report to HT and governors on physical development improvements in school by May 2019</p> <p>4. HT to report on competitions and other areas of physical development in Headteachers newsletter.</p> <p>5. School website to be updated regularly with PE/Sports development and achievements including school sports mark.</p> <p>6. DHT and Sports specialist to look at</p> | <p>DHT is in charge of PE.</p> <p>Pupils, governors, staff and parents are more informed about the achievements of pupils and the competitions they attend.</p> | <p>Continue with actions. Apply for School Games Gold Award.</p> |

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|  | requirements for the School Games Gold Award and apply.   |   |   |
| <b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b> |   |   |   |
| <i>School focus with clarity on intended impact on pupils:</i>   | <i>Actions to achieve:</i>  | <i>Evidence and impact:</i>   | <i>Sustainability and suggested next steps:</i>   |
| Teachers develop skills in teaching PE   | <ol style="list-style-type: none"> <li>1. Inform teachers that they will not have their management time every week but will be using this time to develop PE skills.</li> <li>2. Teachers to teach alongside the PE specialist for one hour per week to deliver PE planned by PE specialist. PE specialist to discuss with the teacher the planning of the lesson to be delivered, including the skills to be taught and strategies to teach them. Teacher to teach some of the class those skills. Teachers to plan and teach follow on lesson.</li> <li>3. Develop roles in PE lessons so teachers take on more responsibility over the year.</li> <li>4. DHT to inform staff of upcoming PE teaching courses. Teachers to attend sports partnership training if relevant.</li> <li>5. Teachers to complete a PE skills questionnaire to judge their confidence and areas for development.</li> </ol> | <p>PE questionnaire sent to teachers at the beginning of the year. Staff confidence varies.</p> <p>Questionnaire will be sent out again at end of year.</p> <p>Spring 1 – Teachers have feedback that working alongside the teachers has improved their skills with lesson planning, progression in PE and higher ability children.</p> | Collate results from questionnaire. PE Specialist to incorporate areas for development into the support in lessons. |
| Purchase new PE scheme to support teachers in teaching quality PE lessons.                               | <ol style="list-style-type: none"> <li>1. DHT to research PE schemes and purchase new scheme.</li> <li>2. DHT to introduce PE scheme.</li> </ol>  | <p>PE scheme purchased and introduced at beginning of summer term.</p> <p>Feedback from teachers is that this is improving their confidence in teaching pE.</p>   | 3 year purchase for on-line resources   |

**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils**

| <i>School focus with clarity on intended impact on pupils:</i>  | <i>Actions to achieve:</i>   | <i>Evidence and impact:</i>   | <i>Sustainability and suggested next steps:</i>   |
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| <p>To increase the range of sports offered to pupils so that pupils have more choice of activities.</p> | <ol style="list-style-type: none"> <li>1. Subscribe to the school sports partnership which offers a range of training and competitions in various sports.</li> <li>2. PE specialist to continue with CPD to increase the range of sports and activities offered to all pupils.</li> <li>3. Other staff to attend sports CPD and competitive events to extend the range of sports available.</li> <li>4. Sports specialist and other staff to deliver a variety of after school clubs and lunchtime clubs to increase pupils engagement in clubs.</li> <li>5. PE specialist and teachers to continue to deliver a range of lessons focusing a variety of sports</li> <li>6. Equipment to be purchased to increase the range of sports being offered to pupils.</li> </ol> | <p>Pupils are engaged in a range of sports activities at lunchtime and in after school clubs.</p> <p>Lunchtime – Athletics, games, ball skills. Tag rugby, football.</p> <p>After school clubs – skipping, karate</p> <p>Pupils are experiencing a broader range of sports and activities in PE due to extra PE lesson.</p> <p>The Long term Plan for PE shows a broad range of sporting activities being taught.</p> <p>Summer 1 – Year 5 pupils taking part in archery.</p> | <p>Change after school clubs if required so children have a choice of after school clubs.</p> |

**Key indicator 5: Increased participation in competitive sport**

| <i>School focus with clarity on intended impact on pupils:</i> | <i>Actions to achieve:</i> | <i>Evidence and impact:</i> | <i>Sustainability and suggested next steps:</i> |
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| Subscribe to School Sports Partnership membership to participate in local schools sports competitions and enter other local competitions | <ol style="list-style-type: none"> <li>1. Continue to take part in sporting competitions.</li> <li>2. Pupils of varying abilities take part in competitions from a variety of sports.</li> <li>3. Share all achievements of competitions on the head teachers newsletter.</li> </ol>   | The school is taking part in a range of sporting activities and competitions.  | Continue with actions               |
| Introduce inter school competitions.   | <ol style="list-style-type: none"> <li>1. More inter school competitions are planned in school. <ol style="list-style-type: none"> <li>1. Sports day to be changed to include races for all pupils in teams to encourage competitiveness.</li> <li>2. At the end of each unit of work pupils engage in a competition in their class or with another class</li> </ol> </li> </ol> | Y3/4 Volleyball morning.<br>Teachers v classes snowball fight at Christmas.<br>Basketball Upper Key Stage 2 Competition<br>Dance Battle Y3,4,5,6 | Continue with increased competition |

### Proposed Funding Allocation Summary

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| <b>Income from Sports Premium:</b> | £18220 | <b>Expenditure:</b> | Allocation to Sports Leader Salary to improve skills of teachers. | £ 11940       |
|                                    |        |                     | Transport to competitions and pupils sports leader training       | £1000         |
|                                    |        |                     | Schools Sports Partnership  | £1700         |
|                                    |        |                     | Grimsby Town Football Club Out of school clubs                    | £800          |
|                                    |        |                     | Karate club   | £200          |
|                                    |        |                     | Lunchtime Sports Equipment  | £400          |
|                                    |        |                     | PE sports Equipment   | £500          |
|                                    |        |                     | Additional funding for physical activity trip.                    | £300          |
|                                    |        |                     | PE scheme   | £1280         |
|                                    |        |                     | <b>Total</b>  | <b>£18220</b> |