

# Forest Park Primary School

## Sports Funding Impact Report



2017/18

## What is the PE and Sports Premium Funding?

The government is providing funding of over £450 million per annum for academic years 2013-2020 to provide new, substantial primary school sport funding. This funding is being jointly provided by the Departments for education, Health and Culture, Media and Sport and will see money going directly to primary school head teachers to spend on improving the quality of sport and PE for all their children.

The sport funding can only be spent on sport and PE provision in schools.

### **Purpose of funding**

Schools have to spend the sport funding on improving provision of PE and sport but they will have the freedom to choose how they do this.

The vision for the Primary PE and Sport Premium: **ALL** pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport

The funding has been provided to ensure impact against the following **OBJECTIVE**: To achieve self-sustaining improvement in the quality of PE and sport in primary schools. It is important to emphasise that the focus of spending must lead to long lasting impact against the vision that will live on well beyond the Primary PE and Sport Premium funding.

**It is expected that schools will see an improvement against the following 5 key indicators:**

**Key Indicator 1: 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**

**Key Indicator 2: the profile of PE and sport is raised across the school as a tool for whole-school improvement**

**Key Indicator 3: increased confidence, knowledge and skills of all staff in teaching PE and sport**

**Key Indicator 4: broader experience of a range of sports and activities offered to all pupils**

**Key Indicator 5: increased participation in competitive sport**

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**The school has been receiving the funding since 2013.**

**Key achievements to date:**

Schemes of work/resources and a new assessment tool for PE will be introduced for all staff throughout Summer 2 and Autumn 1. This is in line with the new PE curriculum. The schemes will continue to be used in future years. The PEDPASS assessment and planning scheme will provide teachers with a pre core task and a post core task to inform their planning and ensure that lessons are created to meet the pupils needs.

Staff have received Bee Active CPD from September 2017 until July 2018. As a result, staff subject knowledge and confidence has increased enabling teachers to teach games effectively within their PE lessons. Staff have received hard copies of planning documents from Bee Active - to save for future support in planning PE lessons with a similar content.

All staff have received Outdoor Education training, supportive materials and resources to enable them to teach a minimum six week block as part of the PE curriculum. Staff have also received training and support materials to ensure that they are making their lessons more active, which further supports children's attainment and concentration in lessons.

Nigel Edwards has delivered training to all TA's and support staff to enable them to deliver active lunchtimes and playtimes. This has increased staff confidence and provided them with a bank of games to ensure that all children are remaining highly active throughout these periods.

Playground leaders in year 5 have also received training in school from Nigel and Bee Active to support them in delivering games to children throughout the school. Thus this in turn promotes healthy life styles and choices at lunchtimes. Children have also begun to support TA's in the delivery of activities at lunchtime. Nigel Edwards will complete a follow up session in the next academic year.

All staff have received four days of in depth gymnastic training to support subject knowledge and the delivery of Gymnastics within their Key stage. This has increased children's desire and commitment to improve, in addition to their physical and emotional well-being.

Sports Xplorers has been purchased as a planning and assessment tool for EYFS. This will run from September 2018 and will be reviewed in December.

New equipment has been purchased for the indoor, outdoor and playground leader stores to ensure that teachers have a wide range of equipment to support in the delivery of fun and exciting PE lessons with high levels of activity. All stores have been tidied to ensure that teachers and TA's can access equipment safely and with ease.

Activities planned throughout the year; including making posters (regarding healthy eating), enrichment days, sports days and celebration assemblies have all promoted and raised the profile of PE across the school.

Some teachers have purchased red Forest Park PE jumpers to wear throughout Winter and during sporting events. This in turn will also raise the profile of PE across the school.

**Future Ideas and Development areas to achieve our 2020 vision.**

- Embedding the use of PEDPASS plans by all teaching staff and coaches of PE
- Continue to develop the CPD needs of all staff teaching the PE curriculum based upon staff questionnaires.
- Further developing our provision/assessment of the swimming curriculum to ensure an increase in end of KS2 expectations.
- Install large gymnastic equipment based upon the successful completion of a bid/grant.
- Continue to develop skills of lunchtime supervisors to create 'active zones' which will promote an active lifestyle and promote life-long learning. Nigel Edwards to visit school again and to deliver a follow up session with all TA's and Playground leaders.
- Train new playground leaders in upper KS2 and KS1.
- Raise awareness of emotional well-being for both staff and pupils.
- Involve parents in understanding importance of an active, healthy lifestyle via newsletters and parental involvement days.
- Embed Outdoor Education within the PE curriculum.
- Aim to achieve the AFPE Quality Mark or YST Quality Mark.
- To re-apply for the Bronze Schools Game Mark and work towards achieving the Silver Schools Game Mark based upon the criteria required.
- Further enrichment of the curriculum through offering alternative sporting activities such as cheerleading, skipping, Para Olympic sports, Archery etc.

All staff have delivered two extra-curricular clubs and ran two events throughout the year which has increased staff moral and confidence. Extra-curricular clubs have now become more sustainable and will be something that the school continues to build upon as part of next year's plan. In addition, the wide range of extra-curricular clubs on offer has led to increased participation, fitness levels and enjoyment for all pupils.

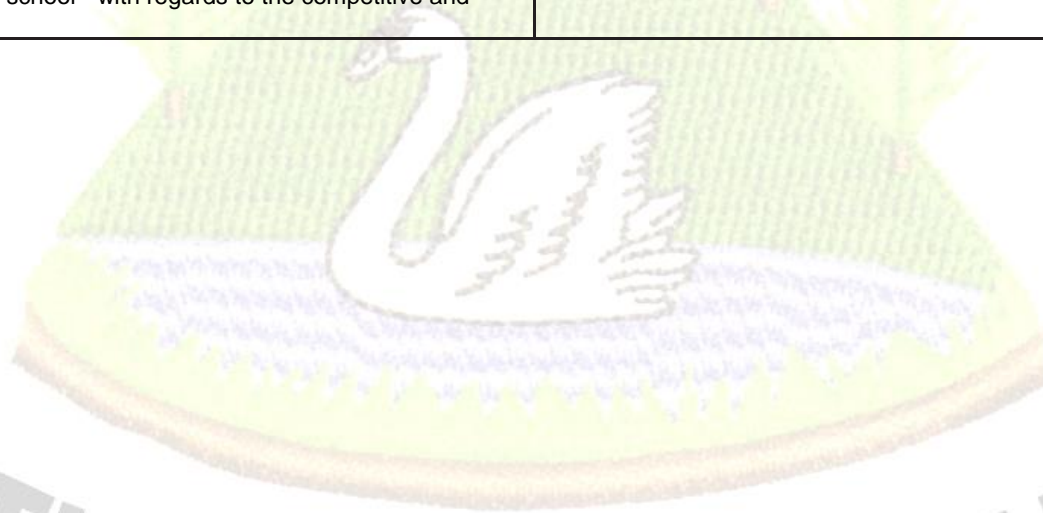
This has been particularly apparent for previously non-active pupils as a big focus has been on providing the opportunity for pupils to try alternative activities and sports.

Activities pupils have enjoyed and found they want to continue with, in or out of school, has led to a sustainable attitude change and increased present and future participation.

An increased number of pupils this year have been involved in competitive sporting events. This has meant that there have been more children participating in school competitions and an increase in competition between other schools. Through engagement with Bee Active less able children have been able to attend lower ability competitions, ensuring that all children have the opportunity to experience elements of competition.

Forest Park have purchased a mini bus to enable us to attend additional events throughout the next academic year. This further supports the school's sustainability of attending PE events.

The school has achieved the Bronze School Games Mark in June 2018. This shows the consistency of the provision on offer within the school - with regards to the competitive and wider sports offered.



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**Amount of grant received for Academic Year 2017/18: £19420**

Area of Focus	Amount spent	Impact	Sustainability
<p><b>Staff Subject Specific Knowledge (Teaching and learning)</b></p> <p>Monitor and assessment. Improve feedback and assessment in PE.</p> <p>Feedback information from course to whole school.</p> <p>Improve staff subject specific knowledge in outdoor education and gymnastics.</p> <p>To make dinner times and play time more active.</p> <p><b>Key Indicator 2: the profile of PE and sport is raised across the school as a tool for whole-school improvement</b></p> <p><b>Key Indicator 3: increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p>	<p>£600.00 Match funded leadership support package</p> <p>£14,693.34 Bee active CPD</p> <p>£947.33 transport and fuel costs.</p> <p>£4,806.15 New resources purchased throughout the school.</p> <p>£642.50 Cyber coach, Affiliation for HPSSA and dance fees.</p> <p>£525.00 Additional PE courses</p> <p>£1600.00 Gymnastic training for all staff</p> <p>£501.00 Teacher release.</p>	<p>– Increase in pupils meeting age related expectations in PE. In particular, throughout games lessons.</p> <p>- Increased enjoyment, confidence and engagement in PE lessons.</p> <p>– Increased confidence of the PE Subject leader who has attended numerous CPD course to support the delivery of planning, teaching and assessing PE lessons.</p> <p>- Increased PE subject leader confidence in sharing ideas and new knowledge learnt on the course to improve staff subject specific knowledge in both generic aspects and activity specific. This is then impacting on and reflected through the confidence and ability of the pupils in her class. This is also impacting on and reflected through the confidence and ability of the pupils throughout the school.</p> <p>-All teaching staff are now more confident in the safety and security elements to teach gymnastics and how to set up key stage specific/appropriate stations to suit children’s abilities.</p>	<p>Staff increased knowledge for future years. Staff who have attended specific PE courses using this knowledge to support colleagues to continue to move practice forward. LM to share resources and training with staff members.</p>
<p><b>Curriculum</b></p> <p>Increase in participation rates in activities such as games, dance, gymnastics and athletics.</p> <p><b>Key Indicator 1: the engagement of all pupils in regular physical activity</b></p>	<p>CPD as above</p>	<ul style="list-style-type: none"> <li>- More knowledgeable, confident and competent staff</li> <li>- Increased pupil participation</li> <li>- Enhanced, inclusive curriculum provision</li> <li>- Enhanced quality of teaching and learning</li> </ul>	<p>CPD resulting in increased knowledge, skills and understanding for PE lead to cascade to teaching staff. Variety of sports aiming to develop team-work and co-</p>

<p><b>Key Indicator 2: the profile of PE and sport is raised across the school as a tool for whole-school improvement</b></p> <p><b>Key Indicator 4: broader experience of a range of sports and activities offered to all pupils</b></p> <p><b>Key Indicator 5: increased participation in competitive sport</b></p>		<ul style="list-style-type: none"> <li>- Wider variety of sports available for children i.e handball/ tri-golf, curling, bowls</li> <li>- Increased capacity and sustainability of teacher knowledge and ideas of teaching PE in an active way will continue to be developed.</li> </ul>	<p>operation. Also to improve children's self-esteem and belief.</p>
<p><b>Strategic Vision for PE</b></p> <p>To link and share ideas with other schools (Seven stars) who value PE and Sport and are working on creative visions and outcomes for their pupils.</p> <p>To judge the effectiveness and monitor the impact of sports funding spend and action plan.</p> <p>To create a vision and resources that can be used with key stakeholders and any other partners.</p> <p><b>Key Indicator 1: 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</b></p> <p><b>Key Indicator 2: the profile of PE and sport is raised across the school as a tool for whole-school improvement</b></p> <p><b>Key Indicator 3: increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p>	<p>£300 for 1-2-1 session (part of subject leader package as seen above)</p>	<ul style="list-style-type: none"> <li>- Outcomes for pupils enhanced through up to date information gained from meetings and networking</li> <li>- Subject leader has a clear vision and action plan to successfully lead school forward that all stakeholders have contributed to.</li> <li>- All staff members and stakeholders in the school to have a clear vision for PE and are committed to moving PE forward and improving outcomes for children in the school.</li> <li>- Additional resources and competitive opportunities to contribute to pupils improved outcomes and experience in school.</li> </ul>	<p>PE subject lead vision and strategy in continuing to move school forward towards desired outcomes.</p> <p>Other key stakeholders understanding and support behind the developments and change.</p> <p>PE implemented and beginning to become embedded into whole school practise/ objectives/ vision and outcomes.</p> <p>Resources and events established that will continue to be used in future years</p>
<p><b>Wider School Development and Health.</b></p> <p>Raise the profile of the impact that health and physical activity can have on attainment within</p>		<ul style="list-style-type: none"> <li>-Increased awareness of health recommendations and number of pupils in the school that are meeting these.</li> <li>- Increased pupil attainment and enjoyment of PE with extra activities, resources and equipment made available to them. This has improved their commitment and desire to achieve.</li> </ul>	<p>New additional activities and enhanced curriculum projects will continue to support healthy life styles.</p>

<p>the school and wider community.</p> <p><b>Key Indicator 1: 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</b></p> <p><b>Key Indicator 4: broader experience of a range of sports and activities offered to all pupils</b></p>		<ul style="list-style-type: none"> <li>- School achieving recognition through Schools Games Mark reinforcing the wide range of opportunities available to pupils.</li> <li>- There has been an increase of pupil's activity levels at lunchtimes and the number of opportunities/games for them to try has also increased. This in turn has led to an increase in the children's social, moral and cultural development and teamwork and co-operation through working and playing together.</li> <li>- Increased engagement of parents within the school.</li> <li>- Increased number of pupils meeting 30mins of physical activity within school and 30mins outside of school.</li> </ul>	
<p><b>Competition/Extra-curricular</b></p> <p>To increase the number of competitive opportunities for pupils.</p> <p><b>Key Indicator 1: the engagement of all pupils in regular physical activity</b></p> <p><b>Key Indicator 2: the profile of PE and sport is raised across the school as a tool for whole-school improvement</b></p> <p><b>Key Indicator 4: broader experience of a range of sports and activities offered to all pupils</b></p> <p><b>Key Indicator 5: increased participation in competitive sport</b></p>	<p>Expenditure included in previous sections.</p>	<ul style="list-style-type: none"> <li>- Calendar of competitions clearly mapped out and planned to see how this fits into current curriculum overview and extra-curricular clubs offered.</li> <li>- More confident and competent staff offering pupils opportunities to be competitive or take part in performances at the end of the unit of work.</li> <li>- 100% of pupils taking part in some form of competitive situation in the school. (Sports Day)</li> <li>- Increased pupil participation, which has had a positive impact on whole school improvement.</li> <li>- Enhanced, extended, inclusive extra-curricular provision</li> <li>- Develop clearer talent pathways of increased school-community links</li> <li>- Bronze Schools Games Award achieved.</li> <li>- Sports day stickers purchased for all pupils building self-esteem and self-belief.</li> </ul>	<p>Pupils wider skills learnt though competitive situations and collaborating with others will stay with them.</p> <p>Calendar of events and opportunities will carry on in future years so others will have similar experiences and opportunities.</p> <p>Aiming to improve knowledge, skills and understanding in a variety of sports.</p> <p>Promoting healthy active lifestyles and continuing to develop participation and competitiveness.</p> <p>Sustainability: New additional activities after school will continue to support children's healthy lifestyles.</p>
<p><b>Total Expenditure on Objectives</b></p>	<p>£24615.32</p>	<p>The Sports Premium was subsidised by the LA School Budget share to ensure the objectives were met.</p>	

### Swimming at Forest Park Primary School

Meeting national curriculum requirements for swimming and water safety	% target met
Percentage of Year 6 pupils who could swim competently, confidently and proficiently over a distance of at least 25 metres when they left primary school at the end of last academic year 2017/2018?	27%
Percentage of Year 6 pupils who 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 2017/2018?	25%
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 2017/2018?	5%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	No – additional poolside support funded by the school budget.

