



Friezland Primary School

Primary PE and Sport Premium Strategy 2018-19

(Financial Year)

A FAMILY COMMITTED TO MAKING A DIFFERENCE

Vision

We will develop well-rounded, resilient individuals who demonstrate mutual respect and tolerance and who have a positive impact on their community and the wider world.



By:

- Achieving excellence through collaboration and exploration;
- Providing a diverse and inclusive learning community where uniqueness is celebrated and through which children, families, staff and Governors work in partnership to nurture, grow and unlock every child's potential;
- Knowing each child well to make sure that they feel valued, encouraging their self-esteem and confidence to grow;
- Educating to the highest standards and developing skills for life through ensuring exciting, challenging and stimulating experiences within and beyond the classroom, to maximise achievement and success;
- Developing curiosity and the courage to think critically and ambitiously;
- Exploring and Investigating Independently and Interdependently;
- Encouraging a life-long love of learning which is exemplified by children who enjoy challenge and are motivated to take risks;
- Facilitating a programme of enrichment to build confidence and promote new interests, teamwork, leadership skills, friendships and fun.



friezlandschool.co.uk

Background to the Primary PE and Sport Premium Funding

The **PE and Sport Premium Funding** is given to Primary Schools to fund **additional and sustainable improvements** to the provision of **PE and School Sport** and to encourage the development of **healthy, active lifestyles** for the benefit of **all pupils**.

Schools receive their funding each financial year (April – March) and this is spent accordingly each term.

Provision at Friezland School

At Friezland, the use of the PE and Sports Premium Funding will be used to fund additional and sustainable improvements to one of the following areas:

- Physical Education
- School Sport and Competition
- Healthy and Active Lifestyles

Current Barriers to PE and School Sport

These decisions will be tailored around the individual needs of our pupils. Our current barriers to successful provision and education faced by our pupils include:

- A potentially small skillset due to low staffing numbers.
- Lack of parental engagement due to work demands and commitments.
- Limited extra-curricular provision, again due to low staffing numbers.
- Limited space to host PE lessons and extra-curricular provision.

Impact Measures

The impact and success of the Primary PE and Sport Premium is regularly monitored by the Senior Leadership Team and the Governing Body in a variety of ways, including:

- Pupil attainment (using National Curriculum statements and / or PIVATS)
- Pupil participation in class and in extra-curricular activities (group / whole class contributions)
- Pre and post checklist of skills following an initiative. i.e. What could they do before? What can they do now?

- Pupil evaluations and discussions.
- Parent evaluations and discussions.
- Class Teacher / Support Staff observations.
- Sainsbury’s School Games Mark award – Currently achieved Gold over the last 4 years.

Allocation of Funding 2018-19:

The Primary PE and Sport Premium funding allocated to the school for the year, 2018-2019 is £16,951 + £51 carried forward = **£17,002**. We are planning to use this funding in line with guidance from the DfE and Ofsted, to make **additional and sustainable improvements** to the provision of **PE and School Sport** and to encourage the development of **healthy, active lifestyles** for the benefit of **all pupils**.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>We are continuing to work alongside Sports Development to provide our teachers with ongoing training for teaching Gymnastics, Dance and Games and are using their coaches to deliver a range of extra-curricular provision. Health messages are also being delivered and reinforced through PE lessons.</p> <p>We employ Midday Supervisors to work specifically with the children at lunchtimes to encourage engagement and enjoyment in various sports and activities.</p> <p>Freddy-Fit training completed by Year 4 and 6 pupils to roll out activities to EYFS and KS1 pupils.</p> <p>Pupils in EYFS have completed training on using balance bikes.</p> <p>Pupils in Years 4 – 6 completed the Bikeability course Level 1 and 2 before leaving for secondary education.</p> <p>Extra-curricular Dance has targeted a high percentage of pupils in Key Stage 2 and inspired them to compete and perform at a high level.</p> <p>Pupils competed at a high level in an annual league, gaining silver and 4th</p>	<p>Ensure Health Champions plan for and carry out a range of initiatives across the school and target pupils in EYFS as well as KS1 and 2.</p> <p>Pupil interviews to take place to address and evidence Health and Wellbeing across all curricular and extra-curricular sports and activities.</p> <p>Ensure Freddy-Fit activities are used with pupils at intervals during the Summer Term to continue to work completed in training.</p> <p>Ensure the success of a ‘Healthy Me Week’ Summer term 19 to be incorporated into National School Sports Week Holistic health – mind and body. DAAT, Sex Ed, Sport, Internet Safety.</p> <p>What else can we offer within our capacity? lunchtime clubs facilitated by a teacher/LSA/Sport Development?</p> <p>Summer 2 Action plan for future competitions and leagues. Ensure there is a spread across the year (sports/key stages) and a mix of DLP competitions and Level 2 School Games Qualifiers (opportunities for Level 3 competition).</p> <p>Focus on PE formative and summative assessments. What will this look like</p>

position across a large number of schools.

Three pupils in Year 6 are continuing to develop their role of Health Champions and attend regular training and development days. They have developed their own action plan to deliver/host school events around key health messages and initiatives. They feedback to staff and pupils on new initiatives.

The purchase of new sports kit has encouraged children to participate at Level 2 competitions.

Key Stage 1 and 2 teams continue to compete at Level 2 competition, across a range of sports over the school year. Some of the sports over the last 12 months include: street-dance, football, swimming and netball.

during PE lessons? What AfL strategies can be applied to PE lessons? How will this be evidenced/recorded? CPD for teachers from Sports Development as part of our Service Level Agreement.

Review the Sports Development Offer that is being delivered to pupils. Address this based on Staff feedback and gaps in CPD.

Meeting national curriculum requirements for swimming and water safety	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%

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 We have sent pupils to Level 3 qualifying competitions and also entered a boys and girls team in local leagues for Netball, Swimming, Football, Dance.
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Academic Year: 2018/19	Total fund allocated: £16,951 + £51	Date Updated: 4/4/2019 (end of Spring 1)
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Key indicator 1: The engagement of all 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

School focus:	Next steps:	Funding allocated:	Evidence and impact:	Sustainability:
<ul style="list-style-type: none"> Deployment of coaches to upskill Teachers and Learning Support Assistants (LSAs) Purchase of specialist equipment Employment of Midday supervisors. Deployment of coaches to provide Freddy Fit training to Y5 and 6 pupils 	<p>Ensure Freddy-Fit activities are used with pupils at intervals during the Summer Term to continue to work completed in training.</p> <p>Summer 2 Action plan for future competitions and leagues. Ensure there is a spread across the year (sports/key stages) and a mix of DLP competitions and Level 2 School Games Qualifiers (opportunities for Level 3 competition).</p>	See costings for breakdown	<ul style="list-style-type: none"> Pupils making progress within the PE objectives. Staff up-skilled in specific areas of the PE curriculum. Improved teaching and learning including assessment process. Equipment purchased for the delivery of quality PE and higher equipment to pupil ratio. Specialist coaches to advise on a whole school approach and strategies. Active Maths lessons to 	<ul style="list-style-type: none"> Teachers and LSAs are confident to teach PE lessons. Plans are in place for future lessons. Assessment and teaching processes are embedded. Maths of the Day lessons continue to be embedded into planning and teaching.

<ul style="list-style-type: none"> • Annual subscription to Childrens' University and purchase of passports • MUGA Maintenance. 	<p>Ensure all pupils have access to the use of the MUGA during curriculum time and lunchtimes.</p>		<p>engage, motivate and raise attainment in Mathematics whilst encouraging active and healthy lifestyles.</p> <ul style="list-style-type: none"> • Encouraging pupils to engage in, participate in and commit to extra-curricular activity in and out of school and to work towards a goal. • Providing pupils with a safe, all weather surface for active lunches, curricular and extra-curricular PE and School Sport. • Staff sharing good practice and expertise. Building capacity for regular competitive and non-competitive festivals and competition across a range of different sports. 	
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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

School focus:	Next steps:	Funding allocated:	Evidence and impact:	Sustainability:
<ul style="list-style-type: none"> • Extra-curricular sport clubs • Transport to venues/competitions • Purchase of team kits • Purchase of medals and trophies • Entry fees to leagues and competitions • Team kit for dance/cheerleading competitions • 'Healthy Me' week - all pupils engage in class learning across a week. • Sports Leader training 	<ul style="list-style-type: none"> • Summer 2 Action plan for future competitions and leagues. Ensure there is a spread across the year (sports/key stages) and a mix of DLP competitions and Level 2 School Games Qualifiers (opportunities for Level 3 competition). • Ensure Health Champions plan for and carry out a range of initiatives across the school and target pupils in EYFS as well as KS1 and 2. • Ensure the success of a 'Healthy Me Week' Summer term 19 to be incorporated into National School Sports Week Holistic health – mind and body. DAAT, Sex Ed, Sport, Internet Safety. 	See costings for breakdown	<ul style="list-style-type: none"> • Opportunity to develop a new skill and try something different. • Opportunity to compete in a wider range of sports and more frequently too. • Increased confidence-adopting an "I can..." attitude. • Opportunity for less 'academic' pupils to shine. • Improved self-esteem. • Improved team work skills. • Active lunches opportunities for all pupils by Midday Supervisor and Year 5 Leaders, encouraging healthy and active lifestyles. • Encouraging pupils to compete in Level 2 	<ul style="list-style-type: none"> • Which extra-curricular clubs can we continue within our school capacity? • How can we embed Level 2 and 3 competition into our school sport ethos so it's almost an expectation without discouraging? (Amongst staff, pupils and parents.)

<ul style="list-style-type: none"> Health Champion Training 			<p>competition, adopt 'team' morale, compete with pride and represent their school at a high level.</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

School focus:	Next steps:	Funding allocated:	Evidence and impact:	Sustainability:
<ul style="list-style-type: none"> Health Champion Training Lunchtime clubs based around Health and wellbeing for pupils with specific social and emotional needs. 	<ul style="list-style-type: none"> Develop lunchtime clubs. Football facilitated by a teacher/Sports Development Ensure Health Champions plan for and carry out a range of initiatives across the school and target pupils in EYFS as well as KS1 and 2. Ensure Freddy-Fit activities are used with pupils at intervals during the Summer Term to continue to work completed in training. 	<p>See costings for breakdown</p>	<ul style="list-style-type: none"> LSA supporting targeted pupils in the training and facilitating the future development of the program in preparation for whole school activities. Providing pupils with the opportunities to be active and develop leadership and teambuilding skills and support their social, emotional, health and wellbeing. 	<p>LSAs to use the skills and knowledge gained in the first academic year again by rolling out the program in following years.</p>

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

School focus:	Next steps:	Funding allocated:	Evidence and impact:	Sustainability:
<ul style="list-style-type: none"> • Health Champions • Lunchtime clubs based around Health and wellbeing for pupils with specific social and emotional needs. • Parents coaching and assisting with extra-curricular sport. • Whole school activities for National School Sports Week, focusing on the Olympic and Paralympic values. • PE Cluster/DLP meetings • Level 2 competitions • Level 3 competitions 	<ul style="list-style-type: none"> • Develop lunchtime clubs. • Completion of the Health Champion Training and implementation of initiatives across school. Gather evidence of activities taken place and impact recorded (action plans, photographs of events, pupil surveys and interviews). 	See costings for breakdown	<ul style="list-style-type: none"> • LSA supporting targeted pupils in the training and facilitating the future development of the program in preparation for whole school activities. • Providing pupils with the opportunities to be active and develop leadership and teambuilding skills and support their social, emotional, health and wellbeing. 	<p>LSAs to use the skills and knowledge gained in the first academic year again by rolling out the program in following years.</p> <p>Develop role of DLP (Dove Stone Learning Partnership) to facilitate competitions/communication between schools.</p>

			<ul style="list-style-type: none"> • Hosting and attending half termly PE Cluster meetings with other local primary schools to discuss and address current issue and organize local intra and inter competitions. • Key Stage 1 and 2 teams continue to compete at Level 2 competition, across a wide range of sports over the school year. Some of the sports over the last 12 months include: street dance, swimming, netball and football. • As a school we have competed at Level 3 competition in swimming, netball, tag-rugby and tri-golf due to qualifying at Level 2 competitions in these sports. 	
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Key indicator 5: Increased participation in competitive sport

School focus:	Next steps:	Funding allocated:	Evidence and impact:	Sustainability:
<ul style="list-style-type: none"> • Sport Participation across Key Stage 1 and 2 • Sports Mark Award 	<ul style="list-style-type: none"> • Begin to work towards the criteria for Platinum award (This was postponed until 19/20) • Identify children who do not usually partake in extra-curricular sport within school. Gain an understanding of why? Is it because they use 	n/a	<ul style="list-style-type: none"> • We have successfully maintained high percentages of participation in school PE and sport. Percentages of children in Key Stage 1 and 2 participating in extra-curricular activity averages out at approximately 75% over the last three academic 	<ul style="list-style-type: none"> • Continue to make School Sport a priority on the SDP and overview. • Continue to embed it throughout curricular, cross-curricular and extra-curricular provision. • Continue to draw on Parent contributions to

	external clubs? Or parents work so book into after school care instead? Is there a barrier that can be removed?		years (not taking competitions and leagues into account).	increase capacity (skills and offer)
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