 

*Swainswick C of E Primary School, Bath.*



www.swainswickschool.co.uk/

 

What development needs are a 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.

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| **Academic Year:** 2018/19 | **Total fund allocated:** £16,570 | **Date Updated: Jan 2019** |

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| Key achievements to date: | Areas for further improvement and baseline evidence of need: |
| Awarded School Games Gold in 2017-18, steady progress from our  Bronze in 2015-16 and Silver 2016-17  PE subject leader teaching all classes ensuring high quality PE lessons for all pupils.    External coaches supporting teachers: Rugby, dance  Participation at inter-school events in a range of sports:  football, rugby, cross-country, gymnastics, netball, multiskills  Varied extra-curricula sports offer: Tae Kwon Do, Yoga, Football, | Maintain Gold standard in School Games awards  Develop use of Wills Field whilst there are poracabins on playground whilst new classrooms built.  Support staff in delivery of 2nd hour of PE (Staff audits)  Is it the same children attending all these clubs? – ‘non-sporty’ children audit. |

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| Meeting national curriculum requirements for swimming and water safety | 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? | 100% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 89% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 89% |
| 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.  All pupils get 5 weeks of swimming over Yrs 2-6.  Non-swimmers then carry on. |

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

* Develop or add to the PESPA activities that your school already offer
* Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years



**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.

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| **Academic Year:** 2018/19 | **Total fund allocated:** £ | **Date Updated:** | |  |
| **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 | | | | 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: |
| Staff have understanding of the impact on pupil’s learning and health of Daily Physical Activity.  Pupils have understanding of the impact on learning and health of Daily Physical Activity – aware of heart beat. | PE specialist to teach all classes the importance of physical activity.  All pupils to know how to do a warm up and to be able to show a ‘heartbeat puppet’.  Gonoodle and other activity websites used | £1,000  Buying into East Bath Sports Cluster which includes support for Daily Physical Activity | Staff using Gonoodle  and  BBC Supermovers | Induction of new staff to include physical activity ideas.  Staff meeting to introduce activity heat map. |



**Evidencing the impact of Primary PE and Sport Premium**

Swainswick Primary 2018-19



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| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | 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: |
| PE subject specialist teaching all classes ensuring high quality PE lessons for all pupils. | High Quality PE delivered | £8,000 | Termly assessments | Use of PE leadership skills to enhance active playtimes. |
| Introduction of 4 house-teams with children wearing coloured tops corresponding to houses. | Buy all children coloured PE tops | £535 | All pupils wearing coloured PE tops on sportsday. | Future parents to buy PE tops |
| Side-grass project | Turn muddy strip of grass into all weather play area | £1,000 | Children able to run and play even when it is damp | Add climbing frames. |
| Modeshift Stars National School Travel Awards | Build bike/scooter storage | £200 supply | Bike/Scooter shed built | Once New classrooms are built can we have scooter days in the playground. |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | 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: |
| Improved quality of children's physical education in Key Stage 1 and 2 to ensure they are competent and confident.  All staff to make PE lessons a priority and not a lesson that get squeezed out of the busy curriculum.  Improved role modelling of healthy active lifestyle behaviours by all school staff to reach all children. | - PE subject leader to meet with a broad range of pupils to talk about their PE lessons and to ascertain their knowledge and understanding of the subject.  - PE subject leader to plan and take a series of lessons observing learning and assessment in physical education.  - PE subject leader and teachers to discuss positive outcomes and what areas there are for development.  - Professional development in subject leadership for PE subject leader.  - Professional development in Sports coaching for staff requesting it. | £300  Level 2 multiskills | - All staff meet with PE lead to discuss PE which resulted in increased confidence and improved teaching and learning.  - The focus of lessons are now child centred and as a result pupils are engaged and are keen to learn and improve.  - As a result pupils made good or better progress both in lessons and over time (see teachers' planning and records).  - At the end of Key Stage One  \_\_\_% of pupils were established or exceeding within the end of KS Attainment Target,  \_\_\_% exceeded expectations,  with only \_\_\_% emerging.  - Almost all pupils, when questioned, said that PE lessons were really challenging and exciting and that they really enjoyed PE. | - PE subject Leader to support new staff/student teachers in school with planning for delivery of physical education.  - Arrange team teaching opportunities and supportive lesson observations in order to develop the quality of teaching, learning and assessment.  - PE subject Leader to identify any staff who need further support and to provide appropriate professional learning.  - Further professional learning opportunities for staff who request it. For example: Teachers to buddy up and carry out peer observations to support continual learning.  - PE Subject Leader to monitor and to provide support as appropriate in order to ensure progress and achievement are maintained by all pupils. |



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| **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: |
| Additional achievements:  Introduce Fencing Club  Trampoline Trip for Yr 5  Equipment bought for range of alternative sports. | Contact and meet Annie from Little Musketeers.  Invite for taster session to check quality.  Organise for an assembly to promote to all pupils.  Invite to club sent with club pack  Visit ‘Better extreme’  Buy Frisbees,  sound system for playground,  Speedstacking Cups | £123  £100  £850  £300 | Fencing club introduced before school.  60 places taken up in school sports clubs.  70% of pupils signed up to sports clubs.  (% of clubs higher but includes non-sports clubs)  Equipment audit | Promote and grow fencing club.  Link to other schools for new competition opportunities.  Ask PTA buy more equipment |



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| **Key indicator 5:** Increased participation in competitive sport | | | | 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: |
| To take part in inter-school leagues, cups and festivals.  Inspire and Challenge | Join East Bath Sports Cluster  Enter and attend festivals.  Take Oak class to Fed Cup | £1,650  £2,332 to include transport and supply.  £180 | EYFS/Yr 1 to Multiskills festival  Yr 2/3 to St Mark’s sports day festival  Yrs 4/5/6 to St Mark’s Cross Country, football and Batheaston rugby festival | Aim to maintain Gold School Games Award and work towards Platinum Award.  Look for links with other events / inspiring sportsmen/women from University of Bath |