



### **Vision Statement for Primary PE and Sport Premium**

*All pupils leave our school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport.*

#### **Objective**

To achieve self-sustaining improvement in the quality of PE at Wellington Primary School. The focus of spending should lead to long lasting impact against the vision (above) that will live on well beyond the Primary PE and Sport Premium funding.

**Wellington Primary School will see an improvement in PE and sport provision against the following 5 key indicators:**

1. The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. The profile of PE and sport being raised across the school as a tool for whole school improvement
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport

#### **Wellington's Sport Premium Overview**

At Wellington Primary School we believe PE & Sport plays an important role in making our vision statement a reality for every pupil, with the potential to change young people's lives for the better.

Through PE & Sport our children learn to develop the important qualities of discipline, resilience, communication, team work, and ambition, leading to improved concentration, attitude and academic achievement. We strongly believe in creating a fun and supportive, yet competitive environment which allows our children to learn and develop a lifelong interest in sport and exercise.

#### **Purpose of the PE & Sport Premium Grant**

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport you offer. This means that you should use the premium to:

- Develop or add to the PE and sport activities that your school already offers.
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.

Funding should not be used to:

- Employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements – these should come out of core staffing budgets
- Teach the minimum requirements of the national curriculum - including those specified for swimming (or, in the case of academies and free schools, to teach your existing PE curriculum) (DfE, 2017)

**At Wellington Primary School, funding will be used to:**

- Employ a full-time Sports Instructor to work alongside teachers in lessons to increase their subject knowledge and confidence in PE.
- Increase and develop the number of extra-curricular Sport and Healthy Lifestyle clubs to which a greater number of children will have access.
- Extend inter-school sport challenges (to promote community cohesion through shared enjoyment) to develop children's personal and social skills and to enhance the children's competitive skills
- Purchase additional equipment to enhance PE, Sport and Healthy Lifestyles

A breakdown of spending can be found on our school website below.

**Total Sport Premium Funding this academic year 2017 - 2018 is £20,090.**



Support for review and reflection - considering the 5 key indicators from DfE, 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.

| Key achievements to date:   | Areas for further improvement and baseline evidence of need:  |
|---|---|
| <ul style="list-style-type: none"> <li>• Focused PE scheme of work has offered all pupils a broad experience of a range of sports.</li> <li>• Mile-a-Day has engaged most pupils in regular physical activity – kick starting healthy active lifestyles with sustainability for the future.</li> <li>• Successful link with Sports Impact participating in termly inter-school games.</li> <li>• Increased knowledge and confidence of all staff through Sports Impact CPD.</li> <li>• New resources purchased.</li> <li>• A range of extra-curricular activities offered with high levels of participation.</li> </ul> | <ul style="list-style-type: none"> <li>• Increased participation in the inter-school games.</li> <li>• Further engagement in Mile-a-Day.</li> <li>• Increased participation in sport by staff and pupils.</li> <li>• Continue to broaden the experience of a range of sports and activities offered to all pupils.</li> <li>• To continue to ensure participation in sports is inclusive of all children.</li> <li>• Improve the number of pupils meeting required standard in swimming.</li> </ul> |

| 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?   | 58 %                               |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?   | 40 %                               |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?   | 35 %                               |
| 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                                 |

\*Schools may wish to provide this information in April, just before the publication deadline.

## 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.

| Academic Year: 2017/18  |  | Total fund allocated: £20,090 |   | Date Updated: January 2018   |                                 |
|---|--|-------------------------------|---|--|---------------------------------|
| <b>Key indicator 1: The engagement of <u>all</u> 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</b> |  |                               |   |  | Percentage of total allocation: |
|   |  |                               |   |  | %                               |
| School focus with clarity on intended <b>impact on pupils:</b>  | Actions to achieve:  | Funding allocated:            | Evidence and impact:  | Sustainability and suggested next steps:   |                                 |
| Improved standards in PE and school sport, increasing the participation and opportunities offered to all pupils.  | High quality PE lessons taught across the school, class teachers following REAL PE scheme of work.   | £20,090                       | Monitor and observe PE lessons across both Key Stages.                    | Sports Impact support new members of staff and NQT's.  |                                 |
| All pupils will engage in 30 minutes of physical activity every day to increase levels of concentration, engagement, enjoyment and also their attainment.   | Sports Coach: Extra-curricular activities offering a range of sporting opportunities<br>Structured Play: Playtime and lunchtimes activities. |                               | More pupils are participating in additional physical activity every day   | Pupils are more active in PE lessons and have increased stamina.                                 |                                 |
| All pupils and staff aim to complete 15 minute daily mile run which is additional activity for all pupils every day.  | Discuss track and expectations with staff and pupils.  |                               | All pupils involved in 15 minutes additional physical activity every day. | Daily exercise (brisk walking or running) firmly embedded for all classes.                       |                                 |
| Audit and restock lunchtime equipment trolleys with resources to encourage physical activity e.g. skipping ropes, hoops, timers.  | School Council to audit and survey children for required resources.  |                               | More pupils are actively playing at lunchtime, especially KS2.            | School Council to look after resources and report damages.<br>Next step- introduce play leaders. |                                 |
| <b>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</b>   |  |                               |   |  | Percentage of total allocation: |
|   |  |                               |   |  | %                               |
| School focus with clarity on intended <b>impact on pupils:</b>  | Actions to achieve:  | Funding allocated:            | Evidence and impact:  | Sustainability and suggested next steps:   |                                 |

|   |  |                |  |   |
|---|--|----------------|--|---|
| <p>To raise the profile of PE and sport across Wellington Primary School, to impact on school improvement priorities.</p>                                       | <p>Olympic athlete to visit school in summer term to inspire and motivate children in being active and competitive PE.</p>   | <p>£20,090</p> | <p>Inspire pupils to learn, be active and to develop important life skills. Profile of PE is increased.</p>                            | <p>The SLT has seen the benefits of the raised profile and is committed to funding these areas if the Primary PE and Sport Premium is discontinued.</p> |
| <p>Improved profile of PE and sport across all pupils, parents and governors.</p>   | <p>CPD/development of PE subject leader to increase effective leadership. PE subject leader to lead PE staff meeting.</p>  |                | <p>Planned INSET time to model REAL PE scheme of work.</p>   |   |
| <p>Extra notice boards around the school to raise the profile of PE and Sport for all visitors and parents.</p>   | <p>Display boards that exemplify the values associated with PE and Sport that can be displayed prominently in school.</p>  |                | <p>Promote achievements in sport from inside and outside of school. THIS GIRL CAN display.</p>   | <p>Increased self-esteem/confidence are having an impact on learning across the curriculum.</p>   |
| <p>Role models - local sporting personalities so pupils can identify with success and aspire to be a local sporting hero.</p>                                   | <p>Ascertain which local personalities the pupils relate to and invite them into school.</p>   |                | <p>To date there has been a range of athletes who have spoken in assembly to motivate and inspire pupils.</p>                          | <p>Inspire and motivate pupils to participate in exercise and team games – change mindset for the future.</p>   |
| <p>THIS GIRL CAN – group set up to promote and motivate girls in sports.</p>  | <p>Focus group of year 5 and 6 girls to model sporting activities and achievements to younger pupils.</p>  |                | <p>Girls motivated to participate in extracurricular clubs, focus group of girls in program develop a love for sport and exercise.</p> | <p>Girls develop love for sport, PE and exercise to take forward into adult life.</p>   |
| <p>Change for Life program for pupils to develop physical literacy through development of body management skills, locomotor skills and manipulative skills.</p> | <p>Promote a love for exercise and physical health. Focus on daily physical activity including healthy meal and lifestyle choices. Target Key Stage 2 – 30 children from each year group 3 – 6 (two week rotation Girls and Boys). Focus on movement and enjoyment of exercise, healthy mind and body.</p> |                | <p>Inspire pupils to learn, be active and to develop important life skills</p>   | <p>Children who are more proficient in fundamental movement skills are more likely to choose to be active throughout their lives.</p>                   |
| <p>PE coordinator to put more events/results/achievements on the website/twitter (social Media).</p>  | <p>Use social media to highlight events and results etc. Newsletter to promote and highlight sport in school.</p>  |                | <p>Children who participated in sporting events celebrated in newsletter and assembly. Role model to other pupils</p>                  | <p>Continue for sports events and advertise events such as Sports Relief on school website.</p>   |

| 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:   |
| <p>Improve the breadth of the current curriculum and develop a new planning scheme to increase the quality of planned lessons, thus improving the quality of lessons for pupils</p> <p>Staff have increased confidence, knowledge and skills in teaching PE and sport.</p> <p>Update the Scheme of Work and provide staff with the knowledge to deliver exceptional PE sessions.</p> <p>PE coordinator to support staff, attend course's and monitor the PE curriculum in school</p> | <p>Baseline pupils so that impact can be measured over time.</p> <p>CPD for staff to support using Real PE scheme of work.</p> <p>Deliver CPD to all staff, inform of updates to Scheme of Work, REAL PE training.</p> <p>Support new staff and NQT's with Sports Impact to deliver sustainable high quality PE lessons.</p> | <p>£20,090</p>     | <p>Skills, knowledge and understanding of pupils are increased significantly. Pupils really enjoy PE and Sport, are very keen to take part and demonstrate a real desire to learn and improve.</p> <p>Staff deliver Real PE sessions confidently.</p> <p>Staff become more confident in delivering PE, understanding the progression of skills and able to complete accurate assessments.</p> <p>Pupils receive high quality PE and school sport.</p> <p><b>WIDER IMPACT AS A RESULT OF ABOVE:</b><br/>Pupil's level of concentration improves during afternoon sessions as a result of being more active at lunchtime. Pupils discuss feeling benefits of being more active.</p> | <p>Staff trained and confident in teaching and assessing high quality PE lessons that meet the needs of the curriculum. - This will lead to sustainability as all staff will be supported to feel confident to deliver PE and Sport both within and outside the curriculum.</p> <p>Staff become more confident in delivering PE, understanding the progression of skills and able to complete accurate assessments. Pupils receive high quality PE and school sport.</p> |

| 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:  |
| Offer a wider range of activities as part of the PE curriculum in order to provide all pupils with new activities and sports which have not been experienced.   | Arrange a pupil survey to ascertain what pupils would like. Involve external coaches to work with staff in clubs or run after school sessions. | £20,090            | Pupils can participate in pursuits that they previously lack the opportunity to experience. Those showing a talent or natural ability will be encouraged to participate further through a local club for example. | Following sessions in different activities/sports, many children will go on to pursue these as hobbies or for lessons/clubs.                  |
| All pupils to experience a broad range of sports and activities.  | After school clubs to incorporate a wide range of sports and activities.   |                    | More pupils are participating in additional physical activity every day, experiencing a broad range of sports and activities.   | Participation will be monitored by the subject leader.  |
| Increase activities in the playground for lunch time. Continue to offer activities to motivate children during break time and lunch time. Markings on junior playground.  | Purchase and enhance current resources   |                    | Pupils experience a broad range of sports and activities.   | Lifelong enjoyment of physical exercise and team sports. Healthy lifestyle choices embedded as part of the curriculum for pupils and parents. |
| To continue to offer swimming as a curriculum entitlement to all Year 4 children for a year.  | To fund the transport of swimming costs so that this curriculum element can be sustained.  |                    | <b>WIDER IMPACT AS A RESULT OF ABOVE:</b><br>Behaviour has improved particularly at lunch times and this has led to improved learning in the afternoons.  |   |
| Engage children in making healthy lifestyles choices  | Staff to model healthy food and lifestyle options in class, links to Jigsaw framework.   |                    | Very few instances of pupils not bring kit to school and as a result progress and achievement in curriculum PE is good.   |   |
| Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved. Focus particularly on those pupils who do not take up additional PE and Sport opportunities. |  |                    | Pupils say they enjoy PE and Sport and want to get involved in more activities.   |   |

|  |  |                           |  |  |
|--|--|---------------------------|--|--|
|  |  |                           | Pupils who were disaffected in school are now engaged and want to take part.   |  |
| <b>Key indicator 5: Increased participation in competitive sport</b>   |  |                           |  | Percentage of total allocation:  |
|  |  |                           |  | %  |
| <b>School focus with clarity on intended impact on pupils:</b>   | <b>Actions to achieve:</b>   | <b>Funding allocated:</b> | <b>Evidence and impact:</b>  | <b>Sustainability and suggested next steps:</b>  |
| <p>Increase number of opportunities for children to participate in competitive sport both locally and regionally</p> <p>To increase participation by providing transport to inter-school competitions.</p> <p>All pupils will participate in competitive sports throughout the year.</p> <p>Engage more pupils in inter school competitions, particularly those who are disaffected and reluctant to participate in sport.</p> | <p>Membership to Sports Impact involvement in a range of sporting events and competitions each half term, for all year groups (including SEN)</p> <p>Coaches to be organised by Sports Impact to all events throughout the year at no cost to pupils to enable more pupils to participate.</p> <p>School staff to continue to run Clubs for example netball. Sports Specialist weekly clubs to continue for the 6 main areas of PE.</p> <p>Liaise with Sports Impact to compete with other schools in the local authority.</p> | <p>£20,090</p>            | <p>To organise three Intra School Activities per year based upon the Key Stage.</p> <p>Sports Impact to organise events and arrange inter school competitions. Ensure that school takes part in these competitions when they are available.</p> <p>All pupils are involved in at least one competitive event each year. More pupils are involved in competitive sports against other schools in the local authority.</p> <p>Improved standards in curriculum PE, increased attitude towards physical activity, parents showing more interest in sport and PE.</p> <p><b>WIDER IMPACT AS A RESULT OF ABOVE:</b><br/>Staff note increased levels of physical activity and fitness levels, eg during the 15 minute daily run. Concentration levels increase as physical activity levels increase.</p> | <p>Children compete with other children in the borough regularly in both sports day and competitive team games.</p> <p>Monitor the impact of membership to Sports Impact with SLT.</p> <p>Create lasting linking with schools in the local authority.</p> <p>Subject Leader takes on the organisation of this as part of their role. Successful competitions to be entered termly.</p> |