

PE and Sport premium 2018-2019

What is the Primary PE & Sport Premium?

The government is providing additional funding of £150 million to improve provision of physical education and sport in primary schools. This funding is ring-fenced and therefore can only be spent on provision of PE and sport in school. Each school receives £16000, plus £10 per pupil on roll; currently we have 199 children on role in Year 1-6. At Forest Gate Academy, we will receive £17190 for the year 2018-2019.

How is the Primary PE & Sport Premium spent at Forest Gate Academy?

The Primary PE & Sport Premium action plan ensures that we not only spend, but we invest the additional funding to ensure the long-term impact of our PE and Sports provision. Outcomes are listed for each of the PE and Sport Premium Key Outcome Indicators. The funding is invested in various ways and the impact is closely monitored by gaining feedback from all stakeholders and assessment of children's skills using the OTrack monitoring system.

Leader: Katy Higginson

PE and Sport Premium Key Outcome Indicators (*Evidencing the Impact of Primary PE and Sport Premium, AfPE / YST, 2015*)

It is expected that schools will see an improvement 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

Actions required for improvement	Amount of funding, Resources	Impact –monitoring & evaluation
1. The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles		
<input type="checkbox"/> provide all students with two hours of high quality physical activity per week (within the curriculum only); and have extra curriculum provision in addition to this. <input type="checkbox"/> increase the number of students accessing extracurricular clubs and community clubs in KS2.	<p>At least 2 hours of curriculum time (including PE time and other active lessons throughout the timetable such as basic skills/5 a day and go noodle)</p> <p>Use local clubs (e.g. Moss Lane Rovers £1050) to encourage students into community sport. Have taster days from Judo, lacrosse clubs etc to broader choice for children.</p>	<p>PE timetabled into the curriculum twice a week with extra sessions of 5 a day and go noodle. Children's PE leadership team to see how we can incorporate the daily mile into the school day. It has been measured out, the next step is to see where it is best to sit in the timetable – ongoing.</p> <p>89/198 children accessing after school clubs outside of school 45% 134/198 accessing after school clubs in school 68%</p>

2. The profile of PE and sport being raised across the school as a tool for whole school improvement		
<ul style="list-style-type: none"> <input type="checkbox"/> promote the PE vision across the school <input type="checkbox"/> Provide opportunities for children, to have the chance to learn to lead. (Children must lead an activity, game or event in PE or physical activity and provide feedback or coaching to their peers. <input type="checkbox"/> personal challenge to be provided and promoted throughout the school <input type="checkbox"/> PE & School Sport to be included in the weekly celebration assembly to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in the assemblies. <input type="checkbox"/> PE and school sport section on the school website communicates key information. 	<p>Looking at the PE vision from last year with sports crew and school council to suggest changes and how we can promote it throughout FGA.</p> <p>Children to attend the leadership academy and come back to school and lead activities to support children. Staff to have a staff meeting on letting children lead during PE.</p> <p>Staff meeting held on what personal challenge is and set up activities and awards for each one.</p> <p>Achievements celebrated in assembly (match results + notable achievements in lessons etc.) Develop a sports coach award – Winner takes home a learner of the week trophy that needs returning each week.</p> <p>Website contains up to date information. Children and families have access to information on School Sport and Physical Education.</p>	<p>The sports leaders have looked at the vision and starting from September PE will be promoted through the school games values each half term. This will be a focus for each half term during PE lessons, with a certificate for each class at the end of each half term.</p> <p>Children attended the leadership academy across the year, leading assemblies, activities in school and leading a Fred the red day at a local school teaching various different schools across Trafford. Staff meeting not taken place, however, feedback from staff and children is that they take turns in leading in KS2.</p> <p>This is to be carried on to 2019-20 as it has not been sufficiently embedded across the school.</p> <p>Match and competition events have been shared in assemblies and on newsletters. The sports coach award needs to be developed with the different coaches and teachers we have in school to ensure consistency.</p> <p>Website is up to date including swimming from 18-19.</p>
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport		

<p><input type="checkbox"/> improved teaching and learning in KS1 & KS2</p> <p><input type="checkbox"/> Lesson observations to take place in Spring/Summer term after CPD sessions for staff</p>	<p>CPD opportunities given (2 free slots on each training session) as part of the Trafford School Sport partnership £985 for a tier 1 school. Team theme (Gary) to work with staff to team teach with each member of staff to ensure staff have the skills to teach PE well. £8910</p> <p>Manchester United foundation to also support with staff CPD across the school year, working in all year groups from nursery to y6 £3495</p> <p>After staff have received CPD training/support to conduct observations/drops in to check it is being 'put into practice'</p> <p>PE planning to be bought into again to offer support £129</p>	<p>All lessons observed in PE were good or better. 70% good 30% outstanding. Feedback from staff is very positive about team theme and the impact of teaching is extremely high.</p> <p>Staff have attended various CPD across Trafford for PE including the FA teacher's award.</p> <p>Manchester united have worked with all year groups over the year teaching football, basketball and handball. All of these have included lessons around skills that can be transferred into other sports.</p> <p>Learning walk completed and staff appear more confident with PE. Lessons observed were all good or better.</p>
<p>4. Broader experience of a range of sports and activities offered to all pupils</p>		
<p><input type="checkbox"/> Provide children who are struggling to swim access to a swimming crash course over 2 weeks (Year 6 only)</p> <p><input type="checkbox"/> Attend inclusion festivals, so all children can experience and engage in competition.</p> <p><input type="checkbox"/> run a healthy schools sports week with different sports on every day – range of different clubs etc.</p> <p><input type="checkbox"/> Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved. Particularly focus to be given to those pupils who do not take up additional PE and Sport.</p>	<p>Extra swimming lessons provided £1285</p> <p>Part of the Trafford sports partnership (already costed)</p> <p>Discussion with lacrosse, handball, thai kick boxing, MAD fitness to do a days with whole classes.</p> <p>Student voice and Parental questionnaires about enrichments to go out to ensure pupils have a say in what we are providing.</p> <p>Quidditch for whole school £450</p> <p>Fencing for Y5&6 £750</p>	<p>Y6 attended 2 weeks (10 days) of afternoon swimming sessions, this was extra to the school swimming that takes place in Y4. Please see table below for results.</p> <p>3 inclusion festivals have been attended this year by 10 children. These have ranged from Y2-Y6 children.</p> <p>Healthy sports week had to be postponed, carried over to next year.</p> <p>Pupil voice questionnaires went out and staff have put on more extra-curricular sports clubs than in previous years. There were a lot of requests for dance which has taken part of 3 separate occasions throughout the year.</p>

<input type="checkbox"/> In order to provide a broad range of sports, school to purchase resources that are currently in low supply or need replacing such as balls	Purchase any sports and physical education equipment that is needed	Fencing has continued to be a success in Y5&6, providing a sport they wouldn't have access too otherwise. Whole school Quidditch day engaged all children, even the ones who normally try to take up additional PE and Sport opportunities. PE is well resourced to teach the curriculum.
5. Increased participation in competitive sport		
<input type="checkbox"/> Use the School Games formats to provide the opportunity for both boys and girls to take part in the appropriate level of competition. <input type="checkbox"/> Offer a wide range of extracurricular clubs that encourage increased participation in competitive sport	FGA to fully engage with the competition calendar offered by TTSA. Evidence from participation to be recorded on the school School staff, team theme, Moss Lane Rovers to lead after school clubs	The girl's football team took part in their first tournament this year, winning the quarter finals. We have also taken part in football both the small schools tournament and Manchester United tournaments, Netball and Sports Hall athletics. We have also attended multi sports competitions for Y1 and Y2 and an athletics competition for Y4. More sports clubs than ever before have been offered this year, we have had multi sports, football (girls and boys), dance, netball, ballet, cross country and yoga. The feedback from parents and pupils is very positive.

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? N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.	90% 26/29 children

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	90% 26 children
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	76 % 22 children
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

PE Premium Impact Statement 2018-2019

<p>Aspect: Team Theme Class: Yr 3 Staff Member: Lottie Hicks Date:14/5/2019</p>
<p>Staff Impact Observations/Evidence: The children learnt a variety of different sorts including, gymnastics, invasion games, hockey, netball. Watching team theme teach PE was a great chance for my personal CPD progression. I learnt how to structure a PE lesson correctly and also have managed to implement a variety of the games learnt into my own teaching. By observing team theme I have managed to ensure differentiation for all children to make sure progression happens in every lesson.</p>
<p>Pupil Observations/Evidence: Christopher- I enjoyed playing hockey because we played lots of different games. Chicken run was my favourite. Robyn- My favourite sport was gymnastics. We learnt lots of different rolls. It was fun.</p>
<p>Further Action:</p>

PE Premium Impact Statement 2018-2019

Aspect: Manchester United Class: Yr 3 Staff Member: Jade Stead Date: 14/5/2019
Staff Impact Observations/Evidence: The children were learning about invasion sports, working on control, speed and agility when playing netball. United were brilliant when assessing the children, taking a baseline assessment on the first session and always working together, having one leader assessing and the other teaching. It enabled me to log the children's progress easily. I again learnt some different techniques to use for when I am teaching PE, mainly the varying of lesson structures and use of key terminology.
Pupil Observations/Evidence: Laila – "This has made me want to go to netball club after school." Theo – "I really enjoy playing the games at the end of the lesson because I enjoy the challenge."
Further Action:

PE Premium Impact Statement 2018-2019

Aspect: Team Theme Class: Yr 3 Staff Member: Jade Stead Date: 14/5/2019
Staff Impact Observations/Evidence: The children were learning about invasion sports, working on control, speed and agility when playing hockey. Team theme is a great chance for CPD as it is great to watch some outstanding PE teaching and gain skills through observations. During the time that Team Theme were in I gained many skills which I was able to use and progress in my teaching of PE. I learnt how to structure a PE lesson effectively and where to use and implement key vocabulary. I also saw evidence of how to ensure progression within a PE lesson. Overall, it was a fantastic learning tool.
Pupil Observations/Evidence: Jacob – "I really enjoy playing team games because I am very competitive." Corey – "I really enjoyed hockey, especially when we played the game where we had four different nets and we had to get every time out."
Further Action:

PE Premium Impact Statement 2018-2019

Aspect: Team Theme Class: Yr 1 Staff Member: Claire Welsh Date: May 2019
Staff Impact Observations/Evidence: I observed Gary and Reece teaching tennis and bat and ball skills. Having these sessions for PE has supported my own development and cpd within this area of PE. It has developed my understanding of how to break down the different objectives into smaller achievable steps. The different games that they played during the sessions will be used by myself in future PE sessions.
Pupil Observations/Evidence: Children learnt bat, ball and tennis skills. They learnt the skills in depth and through different types of games. These games allowed children to be active throughout the sessions. Children were targeted by myself, Gary and Reece throughout sessions to develop any skills they were not achieving. Correct terminology was modelled throughout.
Further Action: To use the games and techniques learnt this year when teaching Tennis, bat and ball skills in the future.

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Aspect: Class: Yr 6 Staff Member: Miss Tranter Date: 13.5.19
Staff Impact Observations/Evidence: Fencing – This has given the pupils the opportunity to work in an inclusive and collaborative environment where all had an opportunity to learn new skills and extend their current skill set from Year 5 Fencing sessions. Staff CPD opportunities were enhanced and allowed us to observe and monitor a trainer first hand. The lessons were constructive and well managed however sometimes the time keeping and availability caused minor issues with the Y6 timetable.
Pupil Observations/Evidence: Pupils remained engaged and enjoyed each of the sessions. The lessons allowed pupils to extend their fencing vocab and apply this to their own technique. As this is a disciplined sport, it was good for the children to be exposed to a different style of teamwork and individual commitment. It allowed pupils who find adrenaline driven and athletically challenging sports difficult to be able to take part without missing out due to different fitness levels.

Pupils also had the opportunity to purchase their own fencing photo – which was presented to them at a later date.

Further Action:

A further extension of Fencing as an after school club for the next academic year may give lower KS2 exposure in preparation for their lessons. Or allow Y5 and 6 pupils to attend after school fencing club.

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Aspect: Team Theme Autumn Term

Class: Yr R

Staff Member: C Donaghy

Date:13.5.19

Staff Impact Observations/Evidence:

- I was unable to observe most of these sessions as they were held during SLT meetings but I have been given the plans which I will be able to use next year
- My TA fed back to me on the skills that the children learnt
- TA Sara Taylor now has greater skills and confidence to deliver P.E. sessions to groups of reception children and support the development of these skills during outdoor play sessions.

Pupil Observations/Evidence:

- Pupils have enjoyed PE with Team theme.
- All children eager and excited to get ready and go to PE.
- Parents have also reported that their children really enjoyed the sessions
- The sessions encouraged children to listen and follow instructions, use space in the hall, work as a team, develop hand eye coordination and throwing and catching skills.
- The children all made progress with these skills across the weeks
- The children were then given further opportunities to practice these skills when working in the EYFS garden

Further Action:

-To be given the opportunity to observe and co teach with Team Theme at a later date.

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Aspect: Fencing Class: Yr 5 Staff Member: Cara Jennings Date: 9/5
Staff Impact Observations/Evidence: Fencing A unique skill for the pupils to enjoy. Great links to vocab. Extremely engaging. I have learnt a lot of behaviour management skills for this instructor.
Pupil Observations/Evidence: Fencing Fun when doing the fencing boring when we sit and watch.
Further Action:

PE Premium Impact Statement 2018-2019

Aspect: Team Theme PE sessions. Move with Man United. Fencing Class: Yr 5 Staff Member: Cara Jennings Date: 9/5
Staff Impact Observations/Evidence: Man United They use a variety of games which are invading game based. Only observed two sessions. The pupils were engaged in the activities and they had the opportunity to practice the skill taught. Differentiation of skills was evident in the session. Clear learning objectives.
Pupil Observations/Evidence: Man United Fun way of teaching skills. Like the carousel style activities. The children report that they like getting a certificate at the end of each session. They report that thus makes them try harder.
Further Action:

PE Premium Impact Statement 2018-2019

Aspect: Team Theme PE sessions. Class: Yr 5 Staff Member: Cara Jennings Date: 9/5
Staff Impact Observations/Evidence: Team Theme A wide range of sports and skills taught in a variety of ways. I have used their lesson style to plan my own sessions. They build on a particular skill each lesson and each week. You can see progression of skills in lessons. The lesson are fast paced and in some ways like a mastery lesson, where the pupils make the connection between the skill and how to best use it in practice. They ensure the pupils understand the importance of exercise and the biological aspects of PE. Modelling is a strong aspect of their lessons, they model and then the pupils model new skills. All sessions are easy to follow and I personally have learnt a lot in terms of coaching and teaching PE. I have replicated many of the sessions and skill development ideas in my coaching for the school football team.
Pupil Observations/Evidence: Team Theme Pupils report that the sessions are fun and that they enjoy the different games that they play. Their sessions really help the children to think about the tactics they can use in game situations. The children report that they like the discussions about the sport they are practicing.
Further Action:

PE Premium Impact Statement 2018-2019

Aspect: Fundamental Movement skills with Team Theme Class: Yr Nursery Staff Member: C. Rothwell Date: 7/5/19
Staff Impact Observations/Evidence: <ul style="list-style-type: none">- Great opportunity to develop and reflect on my own skill at teaching PE. Feel I have developed my skill and confidence at delivering PE to nursery.- I have used games and equipment structures I observed within my own PE lessons and on reflection feel I delivered better and more effective PE lessons- ie ensuring all children hands on and active more at the same time rather than lining up and turn taking etc.
Pupil Observations/Evidence: <ul style="list-style-type: none">- Pupils have loved PE with Team theme.- All children eager and excited to get ready and go to PE.

- All children willingly joined in all activities and confident to try new tasks/ games.
- Going forward they have picked up and embedded skills taught with coaches eg: whenever catching know to make a basket, most able to explain and demonstrate beginning skills of underarm throwing etc.
- Felt as weeks went on, all children made progress –movement/ balance/ co-ordination and confidence.

Further Action:

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Aspect: Netball Club

Class: Y3 4 5 and 6 **Staff Member:** C Welsh CDonaghy

Date: Autumn and Spring Terms 2018 2019

Staff Impact Observations/Evidence:

Improved knowledge re: High 5 rules by umpiring matches
Coaching tips - watching other members of staff coaching their teams

Pupil Observations/Evidence:

Improved netball skills
Improved knowledge of rules
Improved teamwork and communication
Positive attitude – understanding that the taking part is more important than winning
Different age groups working cooperatively together
Visiting other schools and meeting children from a range of backgrounds

Further Action:

To encourage children to re-join netball club next year so they can build upon the skills they have learnt and the school to have a successful consistent team.