

ENDON HALL PRIMARY & NURSERY SCHOOL

P.E. & SPORT GRANT FUNDING REPORT

The Government currently provides additional funding to all primary schools each year to improve the provision of Physical Education (PE) and Sport. This funding is allocated to primary schools. This funding is ring-fenced and therefore can only be spent on provision of PE and Sport in schools. The Governing Board is responsible for accounting for the impact of the PE & Sport Grant Allocation annually.

Endon Hall Primary & Nursery School continues to work hard to provide high quality PE and a variety of extra-curricular activities to promote physical development, sports and a healthy lifestyle.

Research has proven that active children perform better in school and are better behaved. It has also been proven that today's generation of children is the least active in history; engaging less in active play and sport. The cost of physical inactivity is high!

Vision – all children leaving Endon Hall Primary & Nursery School to be 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.

School's overall objectives:

- Engagement of all children in regular physical activity to encourage healthy, active lifestyles, through delivery of a balanced PE curriculum and additional planned activity
- Profile of PE and Sport being raised across the school
- Increased confidence, knowledge and skills of all staff in teaching PE and Sport
- Broader experience of physical activities offered to all children
- Increased participation in competitive sport
- To promote sport outside of the school day and nurture identified talent.

Overview of three focus development areas:

1. **Inspire 60 minutes or more of daily activity** – includes children being more active before, during and after school. To and from school, in the classrooms, through use of the outdoor gym and/or on the playground. A burst of 10 minutes plus would count towards this target.
2. **Deliver high-quality physical education** – children to be taught high quality PE which is inclusive, focused on physical literacy and that gives children a positive experience.
3. **Create a culture of physical activity for all** – children surrounded by staff, parents and the community who support and invest in physical activity and sport as a way for children to succeed.

Progress and Next steps for each of the three focus development areas:

Inspire 60 minutes or more of daily activity – includes children being more active before, during and after school. To and from school, in the classrooms, through use of the outdoor gym and/or on the playground. A burst of 10 minutes plus would count towards this target.

Progress during 2015 / 2016	Progress during 2016 / 2017	Progress during 2017 / 2018	Next steps for 2018 / 2019
<ul style="list-style-type: none"> • Introduction of structured lunchtime activities by Premier Sport introduced the opportunity for every child to have the chance to move for 60 minutes per day (or more). • Assessments of children by Premier Sport implemented, enabling staff to be aware of those children under or over achieving and therefore encourage children who aren't 'moving' to be more active during break times, PE lessons and those who show a strength in this area to be encouraged even further. • Introduction of Outdoor Gym. • Introduction of wider variety of activities to try after school e.g. bubble football, archery. • Rowing club introduced and enabled increased activity for upper KS2 pupils before school. • Bikeability undertaken (Upper KS2). 	<ul style="list-style-type: none"> • Introduced weekly 'run a mile' to enable an additional opportunity for whole classes to develop their fitness levels; tracking in place to monitor children's improvements to their distance and time • Apprentice, TA and Sport Coaches/facilitators in place at lunchtimes to get more children more active for more of the time; with children having input into the activities they participate in through gathering information on their activity preferences and adjusting planned activities accordingly • Re-introduction of free Sports clubs after school (Netball, Dance, Sports x3) and tracking of attendance at clubs in order to ensure opportunities for all • Bikeability undertaken (Upper KS2) • Rowing club continued and enabled increased activity for upper KS2 children before school. • Community aerobics trialled during Sports Week – parents/carers/grandparents invited to join the whole school for a morning aerobics session led by the Sports apprentice • Achieved Sportsmark Bronze 	<ul style="list-style-type: none"> • Refined focus for G&T children, providing them with specific opportunities to excel in PE lessons by leading warm ups • Introduced a more regular community aerobics session • Continued weekly 'run for fun/ run a mile' and children's performance tracked • Continued with sports apprentice and sports coaches facilitating physical activities at lunch times, which encouraged more children to be active more of the time • Continued with provision of free after schools sports clubs • Bikeability undertaken (Upper KS2) • Achieved Sportsmark Silver in recognition of us engaging over 35% of pupils in extracurricular sporting and physical activity per week, providing at least 5 intra school competitions and attending at least 4 inter school competitions. 	<ul style="list-style-type: none"> • Ensure that 'personal challenge' is a key component of sports provision – inspiring children to improve their personal scores in core tasks (termly), rather than comparing with others • Continue weekly 'run for fun/run a mile', tracking and analysing classes performance and linking this to the 'personal challenge' • Continue sports clubs, engaging at least 50% of KS2 children weekly • Sports apprentice and Bee Active coach to continue to facilitate sport /increased physical activity at lunch times, involving children in deciding activities through an 'ideas' board • Bikeability to be undertaken in UKS2 • Continue with a regular community aerobics session • Introduce a school Sports Organising Committee (Sports Crew) that influences provision • Promote school sport at least once per fortnight using newsletters, website, social media, press • Develop active links with five local community sport providers (where the link is a signposting function through posters or assemblies, including two where the relationship is about the provider delivering taster sessions or the school being a partner host site for the activity) • Provide at least 7 opportunities for intra school sport (competitions in school) e.g. Disability Sports Day, Rounders tournament • Provide at least 6 opportunities for inter school sport (school v school competitions)

Deliver high-quality physical education – children to be taught high quality PE which is inclusive, focused on physical literacy and to give children a positive experience.

Progress during 2015 / 2016	Progress during 2016 / 2017	Progress during 2017 / 2018	Next steps for 2018 / 2019
<ul style="list-style-type: none"> • Premier Sport in place to provide high quality, engaging coaching within PE lessons. • CPD opportunity in place through teaching staff observing sports coaches in order to upskill. • Closer assessment of PE introduced by Premier Sport. 	<ul style="list-style-type: none"> • Apprentice in place to enable greater staff/pupil ratios during PE and to maximise physical activity time; children to be active for at least 50% of the lesson. • School to invest in the professional development of teachers relating to the delivery of PE and in building relationships with local PE subject leaders in order to signpost us into competitions with other local schools. • Staff to build encouragement and praise into their PE lessons in order to make PE more positive for all. • Class teacher to take on the role of PE subject leader in order to monitor, inform and further develop the profile of the subject. • Termly trial undertaken (Summer Term 2017) - introduction of Sports Coaches to curriculum time (3x afternoons per week; 1 hour per class from Year 1 to Year 6) enabled; <ul style="list-style-type: none"> - Increased staff ratios during PE (3 adults per session) - Focused CPD for teaching staff and Sports Apprentice across all areas of the PE curriculum - Strengthened positive relationships with additional staff - Sports staff to gather a rounded view of children's capabilities and next steps in PE/Sport (lunchtimes and in curriculum lessons) • Achieved Sportsmark Bronze 	<ul style="list-style-type: none"> • Sports coaching introduced within curriculum PE, alongside Sports apprentice and teaching staff • Introduced locality working, providing an increased focus on Physical Development in EYFS (LV Gymnastics working with Nursery children and staff) • Further developed PE lead role through attendance at network meetings; close links between other schools/CS/Bee Active driving improvement and opportunity; cascading of good practice to all staff, particularly to our Sports apprentice • Achieved Sportsmark Silver in recognition of us engaging over 35% of pupils in extracurricular sporting and physical activity per week, providing at least 5 intra school competitions and attending at least 4 inter school competitions. 	<ul style="list-style-type: none"> • Bee Active and Sports apprentice to deliver PE lessons to all year groups (with the exception of Y3 where the sports apprentice will work with the class teacher, enabling us to ascertain the impact of his training and development to date) • Ensure that Bee Active/ class teachers and sports apprentice are effectively delivering and assessing PE using PEDPASS – monitored through PEDPASS scans and learning walks • Elements of 'personal challenge' to be included in PE lessons and tracked • Bee Active and Sports apprentice to provide all children with the opportunity to 'learn to lead' through curriculum PE

Create a culture of physical activity for all – children surrounded by staff, parents and the community who support and invest in physical activity and sport as a way for children to succeed.

Progress during 2015 / 2016	Progress during 2016 / 2017	Progress during 2017 / 2018	Next steps for 2018 / 2019
<ul style="list-style-type: none"> • Physical activity promoted through professional coaches in place to raise the profile of sport and upskill staff. • School invested in Outdoor Gym to raise the profile and improve access to physical activity. • Sport awards introduced to Well Done assembly. • Sport Relief mile completed by all children. • Opportunities provided for the whole school to come together for physical activity: • Charity Event – parents cycling, all classes involved and Able & Talented children competed • Whole school dance performed for a retiring teacher 	<ul style="list-style-type: none"> • Participation in Sport celebrated through introduction of a Sports display board, more regular Sports updates in Well Done assemblies and in Newsletters to parents (sharing results of matches played, giving out awards etc) • Increased discussion with children to help them understand how and why physical activity is good for them • Increased focus on children seeing adults around them being physically active through staff involvement in PE lessons, appropriate kit worn by staff for PE lessons, engagement in charity events, introduction of TA Sport facilitators/Coaches and apprentice involved in activities at break times and lunchtimes). • Built awareness of and involvement in community events and local clubs through signposting. • Charity Event – Donna Louise – during Sports Week; all stakeholders involved, all classes involved. Whole school physical activity celebrated. • Sports Week developed to include Inter-house competitions; Community aerobics; charity event • Achieved Sportsmark Bronze 	<ul style="list-style-type: none"> • Continued to celebrate participation and achievement in Sport in Well Done Assemblies • Further fun opportunities for the whole school to come together for physical activity including a whole-school rounders tournament and Sports Day • Whole school theme week – Journey – included every class in developing a Dance and performing it to the school • Introduced locality working, building community links and signposting to out of school activities (LV Gymnastics) • Introduced a more regular community aerobics session • Achieved Sportsmark Silver in recognition of us engaging over 35% of pupils in extracurricular sporting and physical activity per week, providing at least 5 intra school competitions and attending at least 4 inter school competitions. 	<ul style="list-style-type: none"> • Elements of 'personal challenge' to be included in PE lessons and celebrated in Well Done assemblies • Increased focus on taking B and C teams to events in and around the local area • Bee Active and Sports apprentice to provide all children with the opportunity to 'learn to lead' through curriculum PE • Further refine focus for G&T children, providing them with continued opportunities to excel in PE lessons, regularly leading warm ups (in other classes PE lessons), attending relevant events/competitions and representation on the Sports Crew • Introduce a school Sports Organising Committee (Sports Crew) that influences provision, leads, manages and officiates in school games activity (at least 15% of KS2) • Identify 'least active' young people (staff audit) and provide targeted provision/unique opportunities, with a minimum take up of at least 15% (sustained over a term)

Endon Hall Primary & Nursery School

Summary of previous PE & Sports Premium Allocations & Impact

Academic Year 2014 / 2015 - **£8, 960** (school contributed £4,240 to the cost of Premier Sports delivery from the delegated budget)

Area of focus	Impact / Evidence
Investment in external sports coaching from Premier Sports to support physical education and provide continued professional development opportunities for school staff	<ul style="list-style-type: none"> • A wide variety of sports have been introduced by Premier Sports for children to participate in e.g. archery, hockey, bubble football resulting in a widening of experiences in physical activity beyond 'traditional' sports and improved confidence of pupils who prefer alternatives to 'traditional' sports • A wider range of resources have been introduced to pupils relating to different sports e.g. archery and hockey resulting in better access to the PE curriculum • Improved awareness of expectations in PE, enabling better coverage and a closer understanding of where pupils need to be targeted or could further excel • Upskilling of staff following observations of professional coaches, resulting in improved confidence across the PE curriculum
Increase pupil participation in physical activity	
Raise pupil aspirations	
Develop pupil self-confidence	
Increase pupil participation in inter-school competitions	

Academic Year 2015 / 2016 - **£8, 955** (school contributed £6,187.50 to the cost of Premier Sports delivery from the delegated budget)

Area of focus	Impact / Evidence
Following success of partnership working with external coaching further investment approved to develop the partnership working to further develop points highlighted in 2014 /2015.	<ul style="list-style-type: none"> • A variety of sports continued to be introduced by Premier Sports for children to participate in, further widening children's experiences beyond 'traditional' sports • More children participating in lunchtime physical activities, resulting in improved fitness levels and enabling targeted of pupil groups within the subject • Increased number of children accessing a wider range of extra-curricular sporting activities e.g. bubble football, increasing the amount of time per day available for physical activity
Signposting for Gifted & Talented pupils	
Develop lunchtime provision for targeted groups (more able; less active)	

Area of focus	Impact / Evidence
<p>Curriculum</p> <ul style="list-style-type: none"> Ascertain (via staff questionnaire) and meet (via CPD/sharing good practice) the professional development needs of staff in PE. Improve subject leadership through networking and CPD Introduce and develop planning and assessment of PE Use assessment information to tailor lessons to the needs of the children in order to develop their sporting skills. Review of PE Policy, curriculum and progression overview Implement on-going development plan for PE & Sport. 	<ul style="list-style-type: none"> Staff/Bee Active feedback shows increased confidence in planning, assessing and delivering PE, including gymnastics Increase of 33% of teachers completing own stretches to 83% following staff training Assessment summary shows 85% of pupils meeting age related expectations in PE. Learning walks show all PE lessons are fully inclusive for all children PE Co-ordinator development plan in place and proactively implemented Informal monitoring in place informing next steps Awarded Bronze School Games Mark
<p>Increase physical activity levels (Lunchtime/Before & After School Activities)</p> <ul style="list-style-type: none"> Children to have access to increased physical activity levels at lunchtimes, after school and across the school day Training for lunchtime staff; induction of Sports Coaches at lunchtimes Appoint Sports Coaching Apprentice TA to facilitate free after school sports clubs. Introduce weekly 'run a mile' in every class. 	<ul style="list-style-type: none"> Increase in pupil physical activity overall – Bee Active/Sports Apprentice engaging 80%+ of children per week at lunchtimes; Aerobics targeting staff, pupils, governors and parents; inter-house competitions; Bee Active bootcamp; Charity row-a-thon Increase in activity levels at lunchtimes supports improved engagement and behaviour Yr1 Bee Active interventions led to 2 chn being classed as 'expected' not 'emerging'
<p>Competition</p> <ul style="list-style-type: none"> Children to be given wider opportunities to take part in competitive events. More pupils to represent Endon Hall by entering more competitions/friendlies in a variety of sports. Links with local schools to share expertise and resources; organised competitions for local schools (Rounders) 	<ul style="list-style-type: none"> Increase in number of children entering competitions following development of skills - over 1/3 of KS2 children competed for the school Variety of competitions entered, including high fives, rounders and boccia Increased experience of competitive events – opportunities for less able children to compete for the school (Boccia) Improved motivation, stamina and fitness following training for competitive events
<p>Resources</p> <ul style="list-style-type: none"> Audit Sport equipment Review Early Years resources for physical development Develop PE leader's knowledge of how PD is assessed Purchase required equipment to support the curriculum and extra-curricular clubs Maintenance of outdoor gym (installed 2015/2016) 	<ul style="list-style-type: none"> Better understanding of the profile of our children's physical development on entry, enabling more focused action planning in the future Curriculum better resourced Safe equipment maintained on site

Schedule activity	Physical activity helps children concentrate better, teachers to schedule activity before their more challenging lessons.
School Community	School to schedule time for activity with families, invite parents to join in activity events.
Role Models	School to engage older children in designing and leading sessions for the younger ones.
Teaching Skills	PE Co-ordinator to have time to co-teach PE to enable other staff to learn the principles and build on their skills.
Share resources	School to work with community clubs, programmes, etc. to access resources. Invite local clubs to school for children to participate in their activity so children can continue to access this facility in the community.
Movement of the week	PE Co-ordinator to work with teachers to integrate activity into lesson plans; introduce a 'movement of the week' that can be used across the school in the classroom.
Create a fun environment	School to create an environment that allows children and teachers to make changes to suit children's physical and developmental needs.

Area of focus	Impact / Evidence
<p>Curriculum</p> <ul style="list-style-type: none"> • Further improve subject leadership through networking, CPD, working with Bee Active; cascade good practice to staff • Further develop and refine PE planning and assessment documents, ensuring PEDPASS is being used effectively across the school (planning and assessment) and refining where necessary • CS & Bee Active to model to staff the use of PEDPASS to tailor lessons to the needs of the children in order that the number of children working at expected levels increases • Staff meetings to share, monitor and review planning and assessment documents being used. • Areas of focus for PE training for staff identified and actioned – impact monitored through questionnaire/Bee Active staff skills audit • Following Summer Term trial, introduce Sports coaching within curriculum PE • Introduce staff skills audit; complete baseline to summarise progress to date; identify next steps; action plan to meet next steps then review impact • Introduce locality working, providing an increased focus on Physical Development in EYFS (LV Gymnastics working with Nursery children and staff) 	<ul style="list-style-type: none"> • CS attended termly network meetings, extending our contacts, links with organisations and other schools ready for the next stage of development (achieving Sportsmark Gold) • HM worked with Bee Active and class teachers, enabling him to progress to the next level of apprenticeship training • PEDPASS continued to be used across the school with HM and Bee Active utilising previous year’s assessment to inform planning, resulting in more accurate pitch and challenge in PE lessons • Sports coaching introduced within curriculum PE, resulting in higher quality delivery and ongoing professional development for the Sports apprentice and teaching staff • Informal monitoring in place, resulting in informed next steps for the subject as a whole and for cohorts • Awarded Silver School Games Mark
<p>Increase physical activity levels (Lunchtime/Before & After School Activities)</p> <ul style="list-style-type: none"> • Sports Coaches & Sports Apprentice to continue to lead a range of physical activities at lunchtimes. • Teaching assistants/teachers to facilitate ‘free’ after school sports clubs. • Ongoing weekly ‘run a mile’ in every class. • Scheduled weekly Aerobics session for staff, children, governors, parents and siblings. • Introduce locality working, building community links and signposting to out of school activities (LV Gymnastics) • School to provide further fun opportunities for the whole school to come together for physical activity • Whole school theme week – Journey – to include every class in developing a Dance and performing it to the school 	<ul style="list-style-type: none"> • Increased pupil physical activity evident in: <ul style="list-style-type: none"> - Bee Active/Sports Apprentice continuing to engage 80%+ of children per week at lunchtimes; - Start of school day Aerobics sessions - targeting staff, pupils, governors and parents, resulting in increased community participation, physical activity in advance of learning activity • Increased activity levels at lunchtimes supported improved engagement/opportunity and behaviour
<p>Competition</p> <ul style="list-style-type: none"> • More pupils to represent Endon Hall Primary School by entering more competitions/friendlies in a variety of sports • Further develop opportunities for less able pupils to represent the school • Link with local schools to schedule competitive cluster events • Refine focus for G&T children, providing them with specific opportunities to compete/excel 	<ul style="list-style-type: none"> • Increased number of children entered into competitions following development of skills - over 1/3 of KS2 children competed for the school • Wider variety of competitions entered, including high fives, rounders, football, swimming, athletics • Increased opportunities for less active children, taking B team to football competition • Improved motivation, stamina and fitness following training for competitive events
<p>Resources</p> <ul style="list-style-type: none"> • Purchase required equipment to support the curriculum, extra-curricular activities, variety of play/lunch time equipment, and preparation for competitions 	<ul style="list-style-type: none"> • Curriculum better resourced through provision of resources via Bee Active • Additional equipment purchased

Endon Hall Primary & Nursery School

PE & SPORT FUNDING ACTION PLAN 2018 / 2019

Academic Year 2018 / 2019 - £17, 820 (indicative figure)

Area of focus	Action	Predicted spend
<p>Curriculum</p> <p>To ensure high quality teaching and learning in PE</p> <p>To meet professional development needs of staff in PE.</p>	<ul style="list-style-type: none"> • Bee Active and Sports apprentice to ensure, when delivering PE, that 'personal challenge' is a key component of sports provision • Further refine focus for G&T children, providing them with specific opportunities to excel in PE lessons by leading warm ups (in other year groups), attending relevant events/competitions and representation on the Sports Crew • Tailor lessons to provide all children with the opportunity to 'learn to lead' through curriculum PE, noting examples on planning documents • Monitor PEDPASS documents and carry out PE learning walks to ensure that Bee Active/ Class Teachers/ Sports Apprentice are effectively pitching lessons when delivering and assessing PE using PEDPASS • Plan and deliver professional development for staff to share, monitor and review planning and assessment documents and agree approaches that class teachers will introduce to increase physical activity across the day • CS to introduce a school Sports Organising Committee (Sports Crew) that influences provision, leads, manages and officiates in school games activity (at least 15% of KS2) 	<p>Subject leader CPD/Networking - £250</p> <p>Staff meeting time (twice a year)</p> <p>Subject leader release time re monitoring (during leadership time)</p> <p>Bee Active costs (£17, 100 - 3x lunchtimes; 3 pm's curriculum time; 3 after school clubs)</p>
<p>Lunchtime/Before & After School Activities/whole school activities</p> <p>To maintain increased physical activity levels at lunchtimes, after school and across the school day</p>	<ul style="list-style-type: none"> • Bee Active & Sports Apprentice to involve children in gathering alternative ideas for physical activities at lunchtimes • Teaching assistants/teachers to facilitate a wide range of after school sports clubs that appeal to more pupils • Engage at least 50% of children in Years 3-6 in extracurricular activity weekly (lunchtime activities and after-school clubs) • Ongoing weekly 'run a mile' in every class, with improved tracking that enables monitoring of improvement • Regular scheduled Aerobics session for staff, children, governors, parents and siblings • Provide further fun opportunities for the whole school to come together for physical activity, as organised by the Sports Crew e.g. Rounders tournament, Disability Sports Day • Identify 'least active' young people (staff audit) and provide targeted provision, with a minimum take up of at least 15% (sustained over a term) • Develop active links with five local community sport providers (where the link is a signposting function through posters or assemblies, including two where the relationship is about the provider delivering taster sessions or the school being a partner host site for the activity) 	<p>Bee Active costs (£17, 100 - 3x lunchtimes; 3 pm's curriculum time; 3 after school clubs)</p>
<p>Competition</p> <p>Further develop opportunities for all children to take part in competitive events</p>	<ul style="list-style-type: none"> • Provide at least 7 opportunities for intra school sport (competitions in school) and at least 6 opportunities for inter school sport (school v school competitions) • Utilise minibus to increase number of pupils representing the school in competitions/friendlies in a variety of sports (including taking B & C teams to events) • Link with local schools to schedule competitive cluster events: rounders (CS), high fives (CS), hockey (RC) • Further refine focus for G&T children, providing them with specific opportunities to compete/excel • Promote school sport/results (at least one per fortnight using newsletters, website, social media or local press) 	<p>Subject leader CPD/Networking - £250</p> <p>Transport costs - £170</p>
<p>Resources</p> <p>Audit of Sport equipment</p> <ul style="list-style-type: none"> - To purchase equipment that is consistent with the equipment used at events and competitions - To enable children to try new things at playtimes and lunchtimes 	<ul style="list-style-type: none"> • Audit school equipment and purchase required equipment to support the curriculum, extra-curricular activities, variety of play/lunch time equipment, and preparation for competitions 	<p>£300</p>