The Griffin Federation
Learning Together for Excellence

Evidencing the impact of the PE and Sport Premium – 2018-2019

Key Priority: PE – Raising the Quality of Teaching in Physical Education and School Sport

Actions and strategies	Impact and sustainable outcomes	Resources/ Cost	By who	By when	Progress	Evidence
Professional development • Employing specialist qualified coaches (N Green) and Qualified Teacher (DT) to work alongside teachers in lessons to increase their subject knowledge and confidence in PE and to run after school clubs for a term • PE Teacher/Subject Leader to support teachers in delivering dance	• All staff are confident and competent to deliver high quality PE in **all areas** of the PE curriculum • All staff are confident and competent with the ICT based IMOVES dance package • The quality of all PE lessons is good or outstanding • Good practice is shared and feedback sought which drives the effective development of PE • All children feel confident to participate in PE	£49,164 DT Salary £1900 NG	DT/PD /NG	July 2019	All staff have taught Imoves this year and used the resources DT has been able to work with some teachers in discussion about use of and set up of gymnastics equipment.	Pupils more engaged in dance. For example dance performance in the Year 6 class production linked to The Greatest Showman Teachers more confident teaching dance, verbal feedback is that children are active longer and finding dance challenging. Music stimuli is more engaging for all children including boys. Dance units linked to class's topic work where possible.

						Children accessing dance clubs after school to broaden their experience of sport, fitness and healthy lifestyle.
Curriculum Development • Plan and develop a PE curriculum that is broad and engaging for all with links to new long term plans where appropriate and meets the requirements of the 2014 National Curriculum	• All staff are confident and competent to deliver high quality PE for all • Most staff are confident and competent to use a range of teaching and learning styles in PE to match lesson content • All pupils confident to try new activities • Ensure key drivers identified in PE planning and cross curricular links made where possible (focus year 3 and 4 and KS1) • Links made to and a termly focus on each of the 6 School Sports Key Values of: Honesty, Teamwork, Respect, Self-Belief, Passion and Determination. Planned into long term plans	Release time for DT IMOVES Dance for use in extra-curricular clubs as well as curriculum £600	DT/ AB		Year 5/6 plans in place with addition of Imoves dance units accessible Year 3/4 long term plan in place Imoves dance units now accessible	Lesson observations PE Planning folders in each classroom to highlight coverage of skills and application into game situations / sequences / dances Sports Leader interviews (children) Teacher surveys PE Displays Linked to Activity – Daily Mile style playground activity, School Sports and Peterborough United Match Day Experience visit

Management allowance for Sports Leader to release leader to coordinate subject and grant funding. Release time to observe and team-teach with staff in aspects of PE they may not be so confident with.	• Lead the subject effectively and ensure sport is promoted within school and children participate at all levels.		DT		DT been released to look at curriculum and attend conferences to discuss increasing daily activity, the obesity strategy and children's emotional well-being. DT applied for and received new football kit (GDE) and multiskills resources bags (Westmere and HSM), through the Premier League Primary All Stars initiative.	PE conference Comprehensive extra-curricular clubs timetable Introduction of new schemes to PE curriculum School Sports Coordinator Meetings – Sharing of resource ideas. New Football Kit New Multiskills resources to supplement extra-curricular sports clubs and activities at lunchtime or end of school.

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Key priority: School Sport Assessment– To streamline assessment and make it more consistent throughout school

Actions and strategies	Impact and sustainable outcomes	Resources/ Cost	By who	By when	Progress	Evidence
Achievement of pupils • Develop a simple assessment tool to support staff in planning lessons that ensure progress is being made with all pupils • Create a paired observation strategy to ensure consistent judgements are made	• Assessment for learning is used by all staff in PE • There is a sound assessment process which staff and other employed coaches are confident to use that accurately assesses pupil's progress • Progress in PE is monitored and provision is provided to raise standards where needed • The majority of pupils make good or outstanding progress in PE. • All pupils enjoy and achieve in PE • Gifted and Talented pupils are identified and extended.		DT SLT KS1/2 teachers DT SLT KS1/2 teachers	July 19		Gifted and Talented sports club – invitation only – Lunchtimes –once a week

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Key Priority: School Sport - To increase opportunities for participation, including for our young SEND pupils, in a range extra-curricular activities at lunchtimes and after school provision. (Linked to 30 minutes extra for every child)

Actions and strategies	Impact and sustainable outcomes	Resources/ Cost	By who	By when	Progress	Evidence
Extra-Curricular activity • Increase the breadth of extracurricular opportunities accessible to all children • Implement a promotion campaign of Playground Leaders • Introduce a 'Daily Mile' type activity for children to take part in at playtimes and lunchtimes. • Purchase new outdoor gym equipment for the playground •	• The range of extracurricular opportunities is increased and includes those that appeal to all pupils • The extracurricular opportunities include those for our SEND pupils which responds to their wants and needs • Engagement and enjoyment at lunch and break times increases • Pupils activity at lunch and break times increases • Leadership of pupils to increase as they are more confident to guide playtime games.	QR Laps App £9.00 Outdoor Gym Equipment £3,189 ex VAT £3827 inc VAT Football Goals – needed to fulfil after school football fixtures £170	DT/PD	Jul 19	DT to guide playground leaders and increase confidence Daily Mile style activity using QR Laps app – run over Terms 4 and 5 – Rested for Term 6. To start again in Term 2 next academic year.	Observations Participation rates Pupil discussion Playground Leader rotas Sports Leaders (children) Children Health and Well-being class questionnaires at the end of Terms 2,4 and 6.
• Introduce a club for less active children to attend at lunchtimes.	• PE physical activity and school sport have a high profile and are celebrated across the life of the school		DT SLT KS1/2 teachers	Sept 19	2 Children identified from each class to be invited	Class Assessments Children Health and Well-being class questionnaires at the end of Terms 2,4 and 6.

Competitive opportunities • Promote competitive opportunities for all pupils across school in inter school formats • Implement a reward system that celebrates achievements in sport eg effort, fair play, teamwork	• All talented students are signposted to appropriate sports clubs or other pathways • Pupils recognise the wider benefits of participating in sport and consider it an important part of their development • The extra-curricular sport provision is of high quality and delivered safely by school staff • Sports Colours and sports award recognise the contribution and commitment of pupils.		All staff All clubs affiliated with	Sept 19	Entered more teams giving more children opportunity to play competitive sport against other schools within the Federation of schools.	Participation rates -Dancing classes Football Fixtures Kwik Cricket Festival

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Key Priority: To use PE, School Sport and Physical Activity to impact on Whole School Priorities

Actions and strategies	Impact and sustainable outcomes	Resources/ Cost	By who	By when	Progress	Evidence
Awareness of healthy lifestyles • Plan a Federation Sports Week to promote an active, healthy lifestyle while focussing on the children as individuals and develop their emotional health and well-being.	• All pupils consistently make healthy lifestyle choices that are celebrated and shared • Positive attitudes towards healthy active lifestyles are encouraged among pupils and staff and extended to parents and carers • All pupils meet the nationally recommended activity levels. • Children are responsible for their own improvement – SKIP2BFIT • Children motivated to continue with something new.	Ash Randall Football Freestyler £720 SKIP2BFIT £380 SKIP2BFIT Resource Bags and ropes £1811	DT/KW	Jul 19	Successful Sports Week to have taken place 8th – 12th Jul	Photos from the week Children's comments about Ash Randall Football Freestyle sessions
• Peterborough United Match Day Experience and Stadium Tour	• Aspirations of children are developed and experience of sport and watching live sport are broadened	Coach £300	DT	Jul 19	Completed visit 2nd Mar 2019	Photos from the visit Match Report written by a child

Griffin Federation Current numbers on roll: Reception – Y6 – September 2018

Holbeach Saint Marks – 44, Gedney Drove End – 41, Westmere – 270

Funding received: £16000 plus £10 per pupils aged 5-11 years old

HSM - £16440, GDE - £16410, Westmere - £18700 **Total: £51550**

Total Spend £58,243

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Westmere Primary School Swimming Data for Year 6 - 2018-2019

Number of Year 6 Pupils = 42

Number of Year 6 Pupils reaching the Key Stage 2 Standard of Swimming = 30

Percentage of Year 6 Pupils reaching the Key Stage 2 Standard of Swimming = 71%

Gedney Drove End Primary School Swimming Data for Year 6 – 2018-2019

Number of Year 6 Pupils = 8

Number of Year 6 Pupils reaching the Key Stage 2 Standard of Swimming = 6

Percentage of Year 6 Pupils reaching the Key Stage 2 Standard of Swimming = 75%

Holbeach St Marks Primary School Swimming Data for Year 6 – 2018-2019

Number of Year 6 Pupils = 7

Number of Year 6 Pupils reaching the Key Stage 2 Standard of Swimming = 6

Percentage of Year 6 Pupils reaching the Key Stage 2 Standard of Swimming = 86%