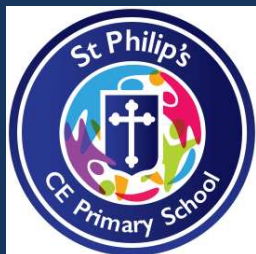


EVIDENCING THE IMPACT OF THE SPORT PREMIUM GRANT

Hard copies can be found in the school office. Blue typed text, in the document below, indicates new initiatives introduced for the current academic year.





Evidencing the Impact of the PE and Sport Premium Grant:

How well is the funding being used to improve the quality and breadth of PE provision, including increasing participation in PE and sport so that all pupils will adopt healthy life-styles and reach the performance levels they are capable of?

Amount of Grant Received	Amount of Grant Spent	Additional spend on PE and School Sport	Date Updated
2016/17 - £8590 2017/18 - £17460 2018/19 - £17320 2019/20 - £17410	16/17 - £8590 17/18 - £17460 18/19 - £17320 19/20 - £17410	2017-18 – £2500 English City Fund Donation	30/09/2019

School Principles for PE and Sport Premium Grant Spend

We provide a broad and balanced PE curriculum ensuring that teaching and learning opportunities in PE are high quality, meeting the needs of all the pupils so they may achieve their potential. Using the national curriculum we provide students with a wide range of activities and opportunities.

Sport premium funding enables us to continue part funding an HLTA post to take the PE lead in school. We believe this to have a number of benefits for our school, and in particular having a positive and sustainable impact on our school sport.

Web Link(s) to School Sport Premium Statements:

<http://www.stphilipssalford.co.uk/curriculum/sport-and-pe-provision/>



<p>Key Priorities: (Objectives of the funding)</p> <ol style="list-style-type: none"> 1. Health and Well-Being 2. Raising the profile of PE and sport for whole school improvement 3. Professional Development in PE 4. Increasing the range of sports and activities on offer 5. Competitive Sport 	<p>RAG rated progress:</p> <ul style="list-style-type: none"> • Red - needs addressing • Amber - addressing but further improvement needed • Green - achieving consistently
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Key Priority 1 Health and Well-Being

Ofsted Factor: a greater awareness amongst pupils about the dangers of obesity, smoking and other such activities that undermine pupils' health

Actions and strategies	Evidence	Cost	Outcomes, Impact and sustainability	Progress (RAG)			
				Baseline 16-17	17-18	18-19	19-20
Participate in area wide initiatives, e.g., <ul style="list-style-type: none"> • Beat the Street (16-17) • Walk to School Week (16-17) • Freddy Fit (annually) • Scoot Fit (16-17) • Bikeability 	<i>- Fitness levels increase</i>	<i>Freddy Fit - £360 Scoot Fit Day- £450 HLTA Coordinated Bikeability costing Free</i>	<ul style="list-style-type: none"> • Whole school engagement • Follow on impact – scooters brought to school – Scooter club run at school to target pupils (funding through grants) • Scooters are now used at least weekly by pupils at dinnertime • Increased % of pupils riding bikes; focused on UKS2. • School scooters used regularly 				
Sports and Health Week run annually	<ul style="list-style-type: none"> • <i>Participation rates</i> • <i>Pupil discussion</i> • <i>Parental</i> 	HLTA Coordinated	<ul style="list-style-type: none"> • Positive attitudes toward health and wellbeing in pupils • Greater understanding of why a healthy lifestyle is important • Planned opportunities to 				



	<i>feedback</i>		develop a range of sporting activities; including archery, quidditch, wrestling lessons/sessions(19-20), climbing				
Change 4 Life Sports Club	12 week programme – with pupil work books Multi-sports and fitness programmes	HLTA Coordinated	Target specific pupils - provide extra physical activity time during the week – KS2 Increased participation for fitness/sports club programmes				
Lunch Time Provision – Use of play spaces around the school (tree house, peace garden, TINGA)	<ul style="list-style-type: none"> • Purchase new playtime equipment (Snug and Play Equipment) • Training for lunchtime staff 	HLTA Coordinated Welfare staff £7000 Training for staff - £600	Welfare staff to lead and organize activities Welfare staff are confident to provide a range of activities that are stage and age appropriate				
Daily Mile (programme not run – but alternative options are available) Increased activity throughout the school day; incl. intra-school	<ul style="list-style-type: none"> • <i>Participation rates</i> • <i>Pupil discussion</i> • <i>Parental feedback</i> • <i>Fitbit/Heart rate</i> 	Teacher led HLTA Coordinated Monitors provided for the class at least termly	<ul style="list-style-type: none"> • Whole school initiative and participation • Positive impact on fitness for all pupils • Increased attainment in classroom subjects • Focused initiative • Heart rate monitors have been purchased and need embedding 				



competition when using fitness trackers/step counters	<i>monitors/pedometers (18/19)</i>	(19/20)	<ul style="list-style-type: none"> Increased % of pupils' activity Pupils' activity impacts on academic outcomes. Challenges are set per class 				
Use of Salford Red Devils Captain Confidence Scheme (19/20)	<ul style="list-style-type: none"> Links to a mental health and wellbeing 						

Key Priority 2 Raising the profile of PE and sport

Ofsted factors: how much more inclusive the physical education curriculum has become; the improvement in partnership work on physical education with other schools and other local partners; links with other subjects that contribute to pupils' overall achievement and their greater spiritual, moral social and cultural skills

Actions and strategies	Evidence	Cost	Outcomes, Impact and sustainability	Progress (RAG)			
				Baseline 16-17	17-18	18-19	19-20
Attain Kitemark	<i>Bronze, Silver, or Gold Kitemark Award</i>	Free	<p>Meet certain criteria to achieve each award – providing opportunities for young people to be engaged in PE and activities.</p> <p>(Bronze achieved 13/14, 14/15, 15/16 Silver achieved 16/17, 17/18, 18/19 Gold or Silver 19/20 target)</p>				
Work with local Education Improvement Partnership (EIP) cluster group	<ul style="list-style-type: none"> Yearly meetings – minutes recorded Cluster 	HLTA Coordinated	<p>Regular sporting competition against other schools</p> <p>Continual involvement in EIP competitions.</p> <p>Increased % of participation for pupils.</p>				



	<i>calendar for events</i>						
Improve cross curricular links in other subjects	<ul style="list-style-type: none"> Evidence in books Photos Blogs/Website Increased activity in lesson time Brain breaks used throughout the lesson. 	HLTA Coordinated	<ul style="list-style-type: none"> Raise the profile of school PE and sport on the website Cookery and healthy eating covered in the curriculum – links made to healthy lifestyle (Sale Sharks – healthy eating 17/18) Heart Rate Monitors used – links to Biology Active Maths used in PE Increased use of activity in lesson starters; e.g., Active Maths by class teachers Links made to Year 6 science Use of fitness trackers for each class (19/20) on a regular basis 				
Increase awareness of school sport and PE on social media – website, newsletter, blogs etc.	<ul style="list-style-type: none"> More information included on the website Regular updates included on website Displays around school Rewards in assembly 	HLTA Coordinated	<ul style="list-style-type: none"> Information is widely circulated and accessible Information is up to date and regularly updated Newsfeed on website Match reports (to be read out in assembly by team player) Website is updated regularly Sports Premium is up-to-date Statutory reported data is updated at least annually; swimming etc. Celebration Assembly rewards positive PE and participation Displays in school hall promote healthy lifestyles and sports competitions Playground activities set up and promoted on the website and 				



			school newsletter				
Taster sessions	HLTA Coordinated Specialist coaches <ul style="list-style-type: none"> Fencing day £290 Golf Free- Wrestling £250 Quidditch American TAG Free Football Fencing resources purchased £500 Archery £400 Soft matting purchased for TAG wrestling games (19/20) £600 		<ul style="list-style-type: none"> Equipment to be purchased for use in PE lessons and extracurricular activity (Fencing 18/19) Wrestling lessons to be planned into the curriculum (19/20) TRI Golf – to be delivered in the PE curriculum as an alternative Fencing sessions now timetabled with Sports Coach (HLTA) Archery taster sessions booked for Health Week 2019 Increased parental awareness of healthy living 				
Salford Schools Competitions (Non EIP Cluster)	HLTA Coordinated – Competition Registers, photos		<ul style="list-style-type: none"> PE is balanced to ensure children can access LA wide competitions Children are skilled to participate in competition 				
Identify opportunities for “hard to reach”	HLTA coordinates with other school provisions		<ul style="list-style-type: none"> Fixtures set for a range of participation events Motor skills are developed 				



children to access participation events Look to make closer links with other local schools for opportunities (19/20)			<ul style="list-style-type: none"> • Collaboration between schools is increased • Opportunities for the provision children to participate is increased 				
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Key Priority 3 Professional Development in PE

Ofsted Factor: how much more inclusive the physical education curriculum has become; growth in the range of provisional and alternative sporting activities

Actions and strategies	Evidence	Cost	Outcomes, Impact and sustainability	Progress (RAG)			
				Baseline 16-17	17-18	18-19	19-20
Attendance on annual PE conferences – workshops	<ul style="list-style-type: none"> • Accessing advice and use of local resources 	£600 per annum	<ul style="list-style-type: none"> • CPD, • PE lessons maintaining high quality standard whilst remaining inclusive 				
Lesson Observation	<ul style="list-style-type: none"> • Yearly performance management 		<ul style="list-style-type: none"> • Maintaining standards • Regular goals and target setting 				
Develop other staff who are regularly involved in PE	<ul style="list-style-type: none"> • CPD • Training for staff • PE folder updated 	Dependant on needs and courses access	<ul style="list-style-type: none"> • Maintaining PE quality – in particular behaviour management • Continuity of PE deliver in school – particularly on staff absences 				



		ed				
Develop support staff (welfare – dinner time)	<ul style="list-style-type: none"> • CPD • Physical activity courses/training • CPD for welfare staff (organized through Elaine Boulger) 	<p>Course dependent HLTA coordinated £600</p>	<ul style="list-style-type: none"> • Increased amount of activity and collaborative play at lunchtime • Sports TA works with lunchtime staff to develop active play • Schools areas (other than playground) promote activity • TA1 to access conferences and additional PE training • TA1 to increase activity in After School Club • Play ground to be zoned for various activities to be delivered – use of playground leaders (year 5s) 			
Training Course	NFL Tag Football	Free				
HLTA to do Level 5 certificate in Primary school PE Specialism (19/20)	National award and accredited qualification	£750	<p>CPD in PE Raise standards in PE and across the school – Completed by end of 19/20 academic year)</p>			



Key Priority 4 Increasing the range of sports and activities on offer

Ofsted factor: the increase in participation rates in such activities as games, dance, gymnastics, swimming and athletics; the growth in the range of provisional and alternative sporting activities

Actions and strategies	Evidence	Cost	Outcomes, Impact and sustainability	Progress (RAG)			
				Baseline 16-17	17-18	18-19	19-20
Local coaches/clubs to deliver sessions to pupil	<ul style="list-style-type: none"> • Photos • Website update • Blogs • PE Passport 	<ul style="list-style-type: none"> • Free • Various rates of pay per hour • HLTA Coordinated 	<ul style="list-style-type: none"> • Increase in afterschool clubs attendance • Sale Sharks (16/17) • Salford Red Devils (ongoing links) • American Football (NFL) (planned now as part of PE delivery) • Quidditch • Tri Golf (planned now as part of PE delivery) • Manchester United Coaches • Salford University Swimming annually • Salford Community Leisure • Wrestling and Fencing now planned as part of curriculum and extracurricular activities 				
Develop alternative sports in the curriculum and extra curriculum	<ul style="list-style-type: none"> • Registers • Photos 	<ul style="list-style-type: none"> • Various • HLTA Coordinated 	<ul style="list-style-type: none"> • Engage new pupils to sports activities • American Football (17/18) • 41% of KS2 Pupils attended and after school sports club this year (17/18) • Quidditch (repeated from 				



			<p>Health Week)</p> <ul style="list-style-type: none"> Fencing delivered in Health Week now resources purchased to deliver as part of the curriculum Archery to be delivered as part of Health Week Wrestling delivered within Health Week and curriculum PE Dance club/opportunities to be explored 				
Wrestling	Pupils to achieve level/ or certificate	TBC	To create a link with a new sport/activity local to the school. Regularly sending pupils to club/ evening sessions and groups (opportunity and options to be explored 19/20)				
Fencing equipment planned to be purchased for use in PE and Extracurricular		£500 HLTA delivered	To provide opportunity for a new activity to be delivered in school. Possibility to look at inviting other school for extracurricular delivery (19/20)				
Year 5 and 6 Swimming booster lessons	6 lessons Assessment at the end (against NC)	£800 £3000	<p>Improved swimming results for year 6 pupils (more attaining the NC expectations). Swimming offered for all pupils in KS2; now including Year 4.</p> <p>Increased % of pupils are meeting the expected standards for swimming at the end of key stage 2.</p>				



			<p>18/19 Data</p> <ul style="list-style-type: none"> • 87% of our year 6 pupils can competently, confidently and proficiently swim over a distance of at least 25 metres. • 87% of our year 6 pupils can use a range of strokes effectively. • 91% of our year 6 pupils can perform safe self-rescue in different water-based situations. 			
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Key Priority 5 Competitive Sport

Ofsted factor: the increase and success in competitive school sports

Actions and strategies	Evidence	Cost	Outcomes, Impact and sustainability	Progress (RAG)			
				Baseline 16-17	17-18	18-19	19-20
Promote competitive opportunities for all pupils across school	<ul style="list-style-type: none"> • <i>Participation rates</i> • <i>Increase staffing capacity</i> 		<ul style="list-style-type: none"> • Although regular competitions were participated in during 2015-16, opportunities for all pupils were limited. • EIP competitions are attended • LA competitions attended • <i>Inclusion/SEN/Participation event to be organized with local schools (19/20)</i> 				



<p>Aim to compete in 1 Level 3 Qualifier</p>	<ul style="list-style-type: none"> • Attendance • Links with SSPS (Dean Gilmore) 	<p>HLTA Coordinated</p>	<ul style="list-style-type: none"> • Qualify from a local cluster event (EIP cluster) • Invite to Salford Wide Competitions – • Closer links with the LA • Barrier identified – winning EIP competitions • Regular attendance in competition activities is increasing opportunity • Tri-Golf “competition” attendance (18/19) • Tennis competition (19/20) 	<p>Red</p>	<p>Red</p>	<p>Yellow</p>	<p>White</p>
<p>Aim to run a “B” team in a particular event</p>	<ul style="list-style-type: none"> • Attendance /Register • Links to SSPS • Kitemark award (Silver) 	<p>HLTA Coordinated</p>	<ul style="list-style-type: none"> • Attain silver kitemark (achieved Silver for 2016/17 and 2017/18, 2018/19) • Look at developing LR/Motor Skills competition with EIP cluster groups 	<p>Green</p>	<p>Green</p>	<p>Green</p>	<p>White</p>
<p>Intra-school challenges</p>	<ul style="list-style-type: none"> • PE Passport evidence • Fitbit/Heart monitors • Website updates • Displays • Personal challenges 	<p>HLTA coordinated Teacher role modelling</p>	<ul style="list-style-type: none"> • Run personal challenges that increase participation and encourage “personal best” • Teacher competition for those who want to be involved • Intra-class competitions • Team challenges; e.g., Sports Day teams • Develop a “personal best” approach to competition 	<p>Grey</p>	<p>Grey</p>	<p>Yellow</p>	<p>White</p>