

Sports Premium Money Allocation at Forest View 2018-19

Sustainability Statement:

It is important to us at Forest View that our Sports Premium funding is spent in a sustainable way which actively promotes sport, encourages children to participate, increases pupil engagement and has a positive impact on pupil's physical fitness, healthy lifestyles, skills and behaviour. We do this by:

- Investing in our staff CPD through coaching provided by specialist sports coaches and specialist P.E. teachers;
- Using the expertise we have within our own staff to support, coach and train other members of staff;
- Using the funding to make it possible for our children to participate in sports competitions and tournaments during and outside of school time (through the funding of supply teachers and transport);
- Supporting the provision of sports after school clubs
- Monitoring the impact to inform future spending;
- Purchasing sports equipment.
- Promoting 30 minutes of activity a day through active travel to and from school and promoting active playgrounds through our sports ambassadors.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>Improved attendance at school games and inter- school events. Daily Mile completed by every class in the school. Improved knowledge of staff. Purchase of high quality resources. 30 minutes of physical activity completed by every child, every day.</p>	<p>Active playtimes. Continue to build on attendance at competitive events. Improved knowledge of new REAL schemes for all new staff. Involving parents in children's physical activity. Active Travel.</p>

Academic Year: 2018/19	Total fund allocated: £ 18, 130	Date Updated: July 2019		
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				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Daily mile continued to get all pupils in R to Yr 6 undertaking at least 15 minutes of additional activity per day.	Improve KS2 children’s enthusiasm for taking part. Children were surveyed and asked what they would like to see. Stickers, wristbands and certificates were purchased to be given to children from each class on a half termly basis.	£500	All classes are taking part in the daily mile and all pupils involved in 15 minutes of extra activity every day. Children responded well to rewards.	Daily mile continues to be firmly embedded into school day.
Daily lunchtime Wake up and Shake up session for R/KS1 children. Additional 15 minutes of additional activity per day.	Sessions continued to be delivered outside for R and Key stage 1 children. Key stage 2 children were not so keen.		Wake shake up is firmly embedded in school day. Will continue for R and Key Stage 1 children. Key stage 2 children to take part in a range of activities over the whole of lunchtime.	Wake up shake up continues to be embedded into school day.
Active lunchtime to ensure that KS2 children have more opportunity to be active (as they are not taking part in daily lunchtime wake up shake up)	Resources purchased to ensure that children have access to a range of equipment that will keep them moving on a lunchtime. Portable speakers and ipads to provide music for each yard and hall.	£2300	Children are engaged in more physical activities at lunchtime. Their health and well-being has improved.	To continue to be part of every day school practice.
Active travel- Scooters	Scooters purchased in September. Storage to be purchased in order to keep them safe and protected from the weather. Storage for scooters that children bring to school is no longer big enough. Purchase scooter islands so that children have somewhere to store them.	Cycle Pods £4240.73 Scooter Islands £2347.20	Pods and scooter islands were purchased. They need to be fitted in autumn term 2019 after advice from LEAs health and safety team has been followed. (Funding for 2019-20 will be used)	More children bring scooters to school. Scooter club will begin. Use of scooters at playtime/lunchtime will be considered.

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Celebration assemblies 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</p> <p>Display board with photos and results of recent competitions so that children are proud of their results and other children aspire to take part in events coming up.</p> <p>Sports ambassadors identified so children know that they can ask them for any sports/games that they would like to play at playtime/lunchtime.</p>	<p>Achievements celebrated in assembly (match results + notable achievements in lessons etc.). Ambassadors to award certificates from active playtimes.</p> <p>P.E Lead to keep board up to date. Members of staff to take photographs when they attend events with children.</p> <p>Attend sports network training. Keep their display board up to date. Produce a weekly timetable of games that will facilitate at lunchtimes and playtimes.</p>	<p>Part of Primary sports SLA £2250*</p>	<p>Pupils have enjoyed taking part in assemblies and confidently talked about their achievement.</p> <p>Notice boards have information about events that the children have taken part in both inside and outside of school.</p> <p>Notice board kept up to date and children shared their ideas for activities with the ambassadors. Lots of interest in taking part on a lunchtime and playtime.</p> <p>WIDER IMPACT AS A RESULT OF ABOVE</p> <ul style="list-style-type: none"> ✓ Pupils are very proud to be involved in assemblies/photos on notice boards etc. which is impacting on confidence and self esteem. ✓ Increased self esteem/confidence are having an impact on learning across the curriculum. 	<p>The SLT are aware of the benefits of celebrating achievements and is committed to funding this if the money is discontinued.</p> <p>Focus for next year is to purchase a notice board for outside in school grounds, so visitors and parents can see what we have been doing.</p> <p>Last year's ambassadors to train this year's ambassadors so that they can start activities before LEA training.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
In order to improve progress and achievement of all pupils the focus is on up-skilling new staff in our P.E schemes. Upgrades to REAL PE and REAL GYM schemes of work including whole staff training and 1 exemplar lesson.	All new staff to have training with Lesley Doughty to ensure that they know how to use new schemes effectively.	£900	These schemes of work support Early Years and Key Stage 1 and 2 teachers. They will give them the confidence and skills to deliver outstanding PE. This investment is seen as an excellent way of creating a sustainable legacy from the School Sport Premium Funding. This will add to the quality of material we already deliver to the children enhancing the PE lessons that take place in school.	Staff will be able to use resources in their weekly P.E lessons.
Up skilling P.E leads knowledge of assessment to ensure that children's next steps are easily identified.	Lesley Doughty to work with P.E lead to look at suitable ways to assess children in P.E.	£300	Increased confidence in P.E leads knowledge.	Information shared with staff in September. All staff to use new assessment.
South Tyneside Primary School Sport Service Level Agreement training for staff to ensure that all children are experiencing high quality P.E.	One member of staff to attend each of the training opportunities that are offered through the SLA.	Part of Primary sports SLA £2250* Cover £500	PE lead and other staff have received extra training on being an effective P.E teacher.	PE within school has increased in quality and better matches the new requirements of the National Curriculum. More children access better quality PE lessons leading to children's ability and achievements in PE increasing

Key indicator 4: Broader experience of a range of sports and activities offered to all pupil

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved.</p> <p>- Focus particularly on those pupils who do not take up additional PE and Sport opportunities.</p>	AC delivered REAL play sessions to R children and their parents.	£100	<p>9 families took part which is the amount that we targeted.</p> <p>Improved physical development levels at home.</p> <p>Children's physical activity and self-esteem levels improved.</p>	New packs would need to be purchased for this to run in 2019-20.
	Change for Life Club after school for less active children in Year 3 and 4. Sports ambassadors trained to lead playtime games and support with change for life club.	Part of primary sport SLA payment £2250* Extra £100 for resources and hoodies.	Children's physical activity and self-esteem levels improved.	Continue to run the club during 2019-20
	Eagles basketball sessions for years 5 and 6	£600 Transport *	Children's physical activity and self-esteem levels improved.	Continue to offer this opportunity in 2019-20.
	Healthy Lifestyles Week. Introduce children to new sports that they may not try outside of school.	£500	Children had the opportunity to try health and well-being activities that they had not done before. Good feedback from them.	Continue to source new activities for 2019-20
	Whole school outdoor and adventurous activity day.	£500	Children took part in archery and outdoor activities. Well received by children.	Staff now have ideas for outdoor learning activities.

Key indicator 5: Increased participation in competitive sport

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
School football team to raise importance of competitive events. Encourage girls to try out.	Team to join authority league and play matches on a regular basis. Improve resources so that the team can host competitive events in school and participate in effective training. (goals, balls, water bottles, replacement strips, trophies.etc	£1500	Schools performed well in football league. More girls tried out for team. 1 girl on final team.	Continue to encourage girls to try out for team.
South Tyneside Primary School Sport Service Level Agreement opportunities for children to attend extra events. As many classes as possible to attend a school games or taster competitive events.	Identify classes and events to attend.	£1000 for transport *	All classes attended a competitive or taster sport event.	Sustain this level for 2019-20.
Engage more girls and special needs children in competitive events to ensure that they are engaged and motivated.	Boccia event and sportshall disability events attended for children with specific needs. Staff to choose a mixture of boys and girls to attend competitive events, eg, basketball and tag rugby.	Transport *	Equal numbers of girls and boys were chosen for competitive events. Children achieved well in boccia tournament. Self- esteem was raised.	Attend boccia event and sportshall disability event.

Other indicators decided by school: Additional Swimming

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
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As many pupils as possible achieve 25 metres thus meeting the statutory requirements of the national curriculum for PE. - As many pupils as possible can perform safe rescue over a varied distance so they are confident and safe in water.	Renegotiate additional pool space over a term or plan for a suspended time table week for a 5 day swimming focus.	£500	Able to use the pool at a local comprehensive school. Lessons very well received by all children and the impact on the non-swimmers was fantastic. All children became more confident and were able to swim a longer distance than they could at the beginning.	Continue lessons at local comprehensive school.
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Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	29 from cohort of 34 85%
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	79%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	79%
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 /No for children who were unable to swim at all or who had low confidence whilst in the water.

