



## Ashton Hayes Primary School Primary PE and Sport Premium Indicators – 2019-20

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Daily Mile and use of daily physical activity and all weather track</li> <li>• Outdoor learning – all pupils engagement in consistent, regular outdoor, physical learning through Forest School programme – sustainable through development of key staff</li> <li>• Development of Play Leaders and Sports Ambassadors</li> <li>• School Games Mark – although the SGM was paused for this year, the school was recognised for the ongoing commitment and achievement in the School Games Programme during the Autumn and Spring terms 2019/20.</li> <li>• Wider range of clubs on offer – increased participation for focus groups including girls and low attenders</li> <li>• New playground surface with netball and 5-a-side football markings</li> <li>• Play Leaders, Sports Ambassadors and Sport Crew now fully embedded into practice</li> </ul>	<ul style="list-style-type: none"> <li>• Further involvement of KS1 and EYFS pupils in physical activity through competitive sport</li> <li>• Ensure consistency of Daily Mile provision</li> <li>• Ensure consistency of PE lessons and ensure clear progression of key skills and activities across all areas of physical education</li> <li>• Further engage parents with pursuit of excellence in PE/Sport</li> <li>• Update and develop PE equipment to enhance the provision of sport across the curriculum</li> </ul>

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?	94% (16/17)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	94% (16/17)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	88% (15/17)
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	No

<b>Academic Year:</b> September 2019 - August 2020				<b>Total fund allocated:</b> £17,154
Key indicator 1: Engagement of all pupils in regular physical activity – ensure that all pupils undertake at least 30 minutes of physical activity per day in school.				Percentage of total allocation: 35.5%
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
<ul style="list-style-type: none"> <li>- Membership of the Frodsham and Villages Sport Partnership – involvement in sporting events with local schools including netball and football leagues, festivals and sporting events/matches</li> <li>- Youth Sports Trust Membership</li> </ul>	<ul style="list-style-type: none"> <li>- Engagement in events from all stakeholders</li> <li>- Clubs and activities in school to support involvement</li> <li>- 6 x CPD days</li> </ul>	<ul style="list-style-type: none"> <li>£2750</li> <li>£600</li> </ul>	<ul style="list-style-type: none"> <li>- All pupils attend competitive events throughout the year</li> <li>- Specific pupils attend sporting events – chosen pupils are those who do not usually attend sporting events</li> <li>- School Games Gold Mark – we were on course to achieve this but COVID-19 occurred – we were still able to attend to majority of FAVSP events including:</li> <li>- Girls Cricket, Volleyball and Basketball</li> </ul>	<ul style="list-style-type: none"> <li>- Aim to increase numbers of non-attenders doing sporting activities</li> <li>- More involvement from EYFS and KS1 pupils in sporting events.</li> </ul>
<ul style="list-style-type: none"> <li>- Further develop the all-weather, Daily Mile track to get <b>all</b> pupils undertaking at least 15 minutes of additional activity per day.</li> <li>- Utilise all-weather track for extended competition, focused activity outside the PE lesson and to engage parents</li> </ul>	<ul style="list-style-type: none"> <li>- Identify course for Daily Mile.</li> <li>- Build all weather track for Daily Mile.</li> <li>- Utilise track for specific events: Duathlon, Daily Mile Marathon Challenge, Cross Country</li> </ul>	<ul style="list-style-type: none"> <li>Track required = £10,173</li> <li>** Last installment - £2746 this year</li> </ul>	<ul style="list-style-type: none"> <li>- ALL pupils involved in 15 minutes of additional activity every day.</li> <li>- All KS2 pupils competed in a Duathlon, the first at the school. 3 children who could not ride a bike, could do so after the training and then the competition.</li> <li>- Parents and children further encouraged to participate in physical activity through a marathon challenge – 77% of the school completed a marathon over</li> </ul>	<ul style="list-style-type: none"> <li>- Daily Mile embedded in school day.</li> <li>- Track utilised during winter months to ensure physical activity maintained</li> </ul>
<b>WIDER IMPACT AS A RESULT OF ABOVE</b>				
<ul style="list-style-type: none"> <li>✓ Pupils are more active in PE lessons - take part without stopping to rest.</li> <li>✓ Continued parent engagement increased with Daily Mile Marathon Challenge and Duathlons</li> <li>✓ Standards achieved in PE NC were improving – impact not seen fully due to COVID-19</li> </ul>				


Key Indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation: 37.6%
School focus with clarity on intended impact on pupils:	Actions to achieve	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>- Ensure that the PE kit and facility allows for high quality implantation of PE curriculum</li> </ul>	<ul style="list-style-type: none"> <li>- Move PE equipment to bigger PE Shed</li> <li>- Enhance the PE equipment with new equipment across all areas, including:               <ul style="list-style-type: none"> <li>- Gym Mats</li> <li>- Balls</li> <li>- Storage and Shelving</li> <li>- Racquets and bats</li> <li>- Hoops and play equipment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>£1000 – equipment</li> <li>Storage and Shelving – £600</li> </ul>	<ul style="list-style-type: none"> <li>- Equipment is labelled and organised for ease of use and access.</li> <li>- Equipment being used consistently across all ages.</li> </ul>	<ul style="list-style-type: none"> <li>- Clear rolling programme for the upkeep and maintenance of equipment</li> </ul>
<ul style="list-style-type: none"> <li>- Further develop the provision of Forest Schools– sharp focus on active learning</li> <li>- Training of Play/Sport Leaders to support physical activity at lunch/play times</li> <li>- Sport Ambassadors to continue to support the promotion of physical activity throughout the school including Active Transitions, Personal Best Challenges and Intra-School Sports Activities</li> <li>- Continue to work alongside other organisations to further develop sporting provision, including Waverton FC, England Netball</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to use two teaching assistants to deliver Forest School</li> <li>- FAVSP training for Y5 to become Play Leaders</li> <li>- Teaching Assistant to work alongside Play Leaders to develop a programme for playtimes</li> <li>- Further develop a Sport Crew, to include Sports Ambassadors, Play Leaders and Change for Life Leaders</li> <li>- Netball Club, alongside Multi-Skills, run by parents alongside qualified teacher.</li> </ul>	<ul style="list-style-type: none"> <li>£2250 × 2</li> <li>£350 (training and work alongside Sport Crew)</li> <li>Total: £4850</li> </ul>	<ul style="list-style-type: none"> <li>- Physical activity and outdoor learning evident during Forest School sessions – EXFS have weekly sessions and KSI/2 to have 1 ½ terms.</li> <li>- Sport Crew actively supporting the development of PE through:               <ul style="list-style-type: none"> <li>• Intra-School Football/Cricket Competition *cancelled due to COVID-19.</li> <li>• Less impact as many times planned had to be cancelled due to COVID-19 lockdown.</li> </ul> </li> <li>- Continued evidence of enjoyment from children – publicity to include Forest School page on school website and through social media – including games created for a purpose by pupils.</li> </ul>	<ul style="list-style-type: none"> <li>- Forest School to be developed further to ensure that all classes have a weekly session.</li> <li>- The SLT has seen the benefits of the raised profile and is committed to funding these areas if the Primary PE and Sport Premium is discontinued.</li> </ul>



**WIDER IMPACT AS A RESULT OF ABOVE**

- ✓ Pupils are very proud to be involved in sporting activity, which is impacting on confidence and self esteem.
- ✓ Positive behaviour during play and lunch times is developed
- ✓ Intra-School competition, personal best challenges and active transitions evident across the school

**Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and Sport** Percentage of total allocation: 11.4%



School focus with clarity on intended impact on pupils:	Actions to achieve	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>School focus with clarity on intended impact on pupils:</p> <p>- Develop skills-based progression for PE and train all staff in the implementation across all areas of the PE curriculum.</p>	<p>- Investigate and finalise a secure, skills-based curriculum for PE, across all areas – Curriculum Builders:</p> <ol style="list-style-type: none"> <li>1. Dance</li> <li>2. Games</li> <li>3. Gymnastics</li> <li>4. Athletics</li> <li>5. Outdoor / Adventurous</li> <li>6. Self-Evaluation and Health Awareness</li> <li>7. Swimming</li> </ol> <p>- Training on the programme for all staff.</p>	<p>£1950 Including investigation and finance of scheme and training for all staff.</p>	<p>- Full implementation of Curriculum Builders approach to PE and Sport teaching – staff knowledge and expertise enhanced.</p> 	<p>- Further develop the implementation process due to COVID-19 – impact not seen as much because of lockdown and partial school closure.</p>

**WIDER IMPACT AS A RESULT OF ABOVE**



- ✓ Skills, knowledge and understanding of pupils are increased significantly
- ✓ Pupils really enjoy PE and Sport, are very keen to take part and demonstrate a real desire to learn and improve

**Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation: 5.5%

School focus with clarity on intended impact on pupils:	Actions to achieve	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>

<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> <p>-Develop the range of clubs on offer to include different opportunities to those usually on offer.</p> <p>-Continue competition in a range of sports including: basketball, volleyball, dodgeball</p>	<p>-Arrange a pupil survey to ascertain what pupils would like.</p> <p>-Involve external coaches to work with staff in clubs.</p> <p>-Develop the range of clubs on offer:</p> <ul style="list-style-type: none"> <li>• Rugby</li> <li>• BEE Netball / Multi-Skills</li> <li>• Yoga</li> <li>• Football (SR Football Development</li> <li>• Street Dance (House of Dance)</li> <li>• Cricket</li> <li>• Cross Country</li> <li>• Daily Mile – before/after school</li> </ul>	<p>£750</p>	<p>- All teaching staff involved in extra-curricular activities and all teachers feel more confident teaching new activities. Specific teaching assistants with key skills to offer different clubs (AM – netball)</p> <p>- Continued evidence of children who do not usually attend clubs attending.</p> 	<p>- Staff work together and share good practice, which will lead to better confidence all round and more staff keen to get involved thus ensuring the extra activities will not only continue but there will also be an expansion.</p> <p>-The school is no longer dependent on 'experts' coming in to teach PE and Sport as staff are confident and keen.</p>
<p>- Utilise school grounds to develop orienteering course that also develops phonologically so that the youngest pupils can be engage</p>	<p>- Map the outdoor space</p> <p>- Design own markers to ensure that EYFS children can use – i.e. first markers to be SATPIN.</p> <p>- Create course and make markers – multiple use</p>	<p>£150</p>		<p>- Implement orienteering across school in 2020/21.</p>



<p>- Ensure that PE and Sport are given focus during the COVID-19 pandemic</p>	<p>- Summer Games Programme through SGM provider</p> <p>- Sock Olympics instead of Sports Day</p> <p>- House of Dance – full access to programme of dance for KS1 and KS2</p> <p>- Joe Wicks – encourage active participation at home</p> <p>- Other: Diversity Dance, Oti Mabuse Dance, Outdoor Learning opportunities</p>	<p>House of Dance - £420</p> <p>Sock Olympics - £100</p>	 	<p>- One off due to COVID-19 situation</p>
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**WIDER IMPACT AS A RESULT OF ABOVE**

- ✓ Behaviour has improved particularly at lunch times and this has led to improved learning in the afternoons
- ✓ Very few instances of pupils not bring kit to school and as a result progress and achievement in curriculum PE is good.
- ✓ Pupils who were reticent to take part in school are now engaged and want to participate.
- ✓ Participation in school games activities continued throughout COVID-19 pandemic whilst children were home-learning.

Key Indicator 5: Increased participation in competitive sport				Percentage of total allocation: N/A
School focus with clarity on intended impact on pupils:	Actions to achieve	Funding allocated	Evidence and impact:	Sustainability and suggested next steps:
<p>- Continue additional competitive sports identified by pupils in recent survey in order to engage more pupils.</p> <p>- Continue to engage more girls and those who do not usually compete, in school teams – specific focus on football, netball, cross-country, volleyball and dodgeball</p> <p>- Introduce different sports for</p>	<p>- Identify staff member to become PE Lead instead of Headteacher – WM.</p> <p>- Utilise skills and qualifications of staff in order to facilitate clubs/events</p>	<p>See previous re. Sport Partnership membership</p>	<p>- All Y5/6 girls involved in competition – cricket, dodgeball, basketball and volleyball.</p> <p>- All KS2 participate in Cross-Country event, including children with SEND</p> <p>- All KS2 participate in Duathlon</p> <p>- Increased participation of</p>	<p>- New PE to attend dedicated PE Subject Leader training</p>

children to try out – cycling, (Duathlon), orienteering and sport delivered from a story (EYFS)			girls in after-school sport clubs	
<b>WIDER IMPACT AS A RESULT OF ABOVE</b> <ul style="list-style-type: none"><li>✓ Improved standards in invasion games in curriculum time</li><li>✓ More girls take part with a noticeable difference in attitudes to PE and sport.</li></ul>				