

**Date: Updated October 2017**

## **PE & Sports**

### **Monitoring and evaluation of standards in PE - What does our monitoring tell us:**

- PE is being taught well. Good range of activities and resources. Pupils generally engaged. Group games activities more difficult to facilitate (ASD)
- Playground monitoring – Staff allocated to playground stations to ensure all areas monitored by adult for health and safety and pupil engagement. Wide range of activities on offer. Very rare incidents of disruptive behaviour as pupils are well engaged. Fitness equipment well used and large climbing frame particularly popular.
- Swimming observations – teaching good; pupils well engaged and good differentiation. Symbols and signing used within the lessons.
- Additional Thursday morning Activity slots organised and timetabled by KS2 lead (Lower) popular with class teachers and pupils enjoy
- Approximately 25% of our year 6 pupils can swim competently, confidently and proficiently over a distance of 25metres
- Approximately 50% of our year 6 pupils can use a range of strokes effectively.
- All year 6 pupils engage in safe self-rescue pool based lessons in the Summer term.
- Approximately 50% of year 6 pupils show an understanding of safe self-rescue in small pool.
- Approximately 25% of year 6 pupils show an understanding of safe self-rescue in full size pool.

## **Our school's vision and strategy for PE – 'Love, Learn, Laugh'**

- Curriculum designed to cover all key area of the PE curriculum to ensure breadth and balance
- Skills based PE sessions to develop awareness of personal space, coordination, gross motor skills and group interaction skills. Thinking Me (Selecting and Applying Skills and Tactics), Social Me (Acquiring and Developing), Healthy Me (Knowledge and Understanding of Fitness and Health), Physical Me (Evaluating and Improving Performance)
- Make PE fun and interactive with swimming accessible by all pupils
- To ensure our playground offers a wide range of fitness activities that pupils can access in small group or individually.
- Incorporate gross body movements suggestions by OT in indirect pathway programmes where possible.

## **Use of the Sports Premium 2017/18**

Sport Premium funding doubled in 2017 to improve primary school sport and PE. Primary schools with 17 or more pupils now receive £16,000 and an additional payment of £10 per pupil.

Funding has therefore been allocated to all state-maintained secondary, primary, middle and special schools (including non-maintained special schools), academies and pupil referral units with primary aged pupils. BSAT has been allocated (£17,500)

All pupils of BSAT schools receive a weekly swimming lesson led by our qualified Swim Team, participate in weekly PE sessions and each day access outdoor play where there is a wide range of fitness, sports and motor development opportunities for all ages.

Pupils also experience regular and varied high quality planned Physical Education (PE) delivered by class teachers and supports the development of Physical skills for individual pupil needs. Our programme is enjoyable, vigorous and purposeful, promoting healthy lifestyles and positive behavioural change. We aim to encourage a lifelong interest in physical activity and healthy living. We provide pupils with skills they can use in later life and aim to instill develop a love of gymnastics, dance, ball games, athletics, and swimming. We encourage pupils to warm up (before) and cool down (after) PE and show understanding of the impact of exercise on their body as well as to reflect on their performance.

Some pupils at BSAT schools benefit from regular yoga lessons to support competencies in mind-body awareness, self-regulation, and physical fitness.

Parents can also support their child by accessing activities in the local community such as swimming pools, running tracks, climbing walls or by simply taking walks together, throwing/kicking a ball at the park or bouncing on a trampoline at home. These activities will support the development of skills needed for a healthy and happy future.

### What will we receive?

BSAT Schools has been allocated £16000 funding plus an additional £10.00 per pupil excluding EYFS provision. (September 2017) which totals (£17,500)

### How will we spend the money?

The sport premium grant is being used to improve the quality of PE and sport provision and raise standards across the school.

Sport Premium to be used for	Amount allocated 2016/17	Amount allocated 2017/18	Number of pupils eligible	Brief summary of the intervention	Intended outcomes	Monitoring	Impact
<b>Weekly swimming sessions for all pupils.</b>	£6092pa	£6,500	162 pupils	All pupils receive weekly swimming tuition to develop their swimming skills.	To become confident in the water.  To make progress in learning to swim.	Swimming data Swimming reports and awards Feedback from pupils and or/parents	Pupils making good progress in water confidence and swimming technique. Pupils receive certificates of achievement. Targeted groups of pupils now attending Willesden Sports Centre for practise in deeper water and attending swimming galas to compete. Positive attitudes to swimming from pupils to swimming. (July 2015)
<b>Purchase sensory equipment to be used in the swimming pool.</b>		£1,500	80	Visually/sensory impaired pupils will use sensory equipment in the pool	To develop confidence in the water. To make progress in learning to swim.	Swimming data Swimming reports and awards Feedback from pupils and or/parents	
<b>Weekly yoga sessions</b>	£1000	£4,500	66 pupils	Weekly yoga sessions delivered by Special Yoga	To develop children's confidence To develop concentration To develop coordination To develop flexibility and fitness To develop children ability to be calm	Lesson observation Generalisation of skills into classroom	Teaching of techniques that pupils can use to calm down and deal with feelings of stress, sadness and uncertainty. Body control Posture can produce improvements in flexibility and coordination, as well as contributing

					<p>To develop children ability to relax                  To develop fine and gross motor skills.                  To develop perseverance.</p>		<p>towards improving general health.                  Structured yoga programme can develop skills of waiting, listening, speaking, taking turns and following rules.                  Practising yoga postures can help to regulate the vestibular system, sense of balance and spatial orientation to coordinate movement.                  Improvement in posture; attention                  self confidence;</p>
<b>IT equipment</b>	£2,000	£2,000	5+PE I pads shared across Manor setting	IPads used across the school for pupils to photograph and film themselves in order to self evaluate performance in PE)	<p>To develop skills of self-reflection.                   To improve performance.                   Teachers to use recordings to plan for next steps</p>	<p>Lesson observation.                  Pupils progress                  Pupils confidence and ability to self assess</p>	<p>Pupil confidence in using ipads to record                  Pupils confidence in sharing reflections and learning.                  Pupils ability to use appropriate PE vocabulary to describe actions in PE.                  Pupils ability to plan next step in their own learning.</p>
<b>Purchase /replace equipment for playground Boxes and beach huts</b>	£2,000	£2,000	162 pupils	Restock Green storage boxes in Playground with resources to support play and interactions in the playground. Resource beach	<p>Resources to be rotated on daily basis which are engaging and encourage interactions between pupils /pupils and adult/ pupils.                  Resources will support functional</p>	<p>Playground observation                  Engagement in playground resources.                   School Council monitoring</p>	<p>Improvement in posture;                  core strength;                  self confidence;</p>

BSAT – PE, sports and fitness audit

				huts with thematic resources which support gross movement.	communication and PE vocabulary. To develop gross motor skills. To improve levels of fitness /performance.		
<b>Staffing After School Club swimming session</b>	£1,000	£1,000	After School Club pupils	After School Club pupils Run a swimming After School club to promote participation in swimming outside of school		To become confident in the water.  To make progress in swimming	Pupil participation in Swimming
<b>Organise and participate in swimming competitions</b>	£900	£2,000	Confident swimmers	Enter local and Pan London swimming galas Organise swimmathon in collaboration with Secondary SEND setting	To compete. To develop sportsmanship.	Observation	Pupil participation in Galas increased pupil attendance at galas
<b>TOTAL SPEND 2016/17</b>	£8,810	17,500					

### What does the data show about spending?

Sports Premium has been used to develop our swimming curriculum, sensory resources and to support our pupil mindfulness through yoga. The impact of this has been more positive attitudes to exercise and confidence in the water. Groups of pupils who demonstrate greater levels of skill now access Willesden Sports Centre to experience depth and sharing use of a public sports centre. The Swimming After School Club is over-subscribed and participation in swimming galas has risen to at least 3 per year.

Spending has provided good value for money i.e. we ensure 3 quotes are received before making decisions re spending. With the increase in the sports premium BSAT Schools seek to introduce further variation in access to sport to further extend our PE offer and to ensure all pupils receive PE/sports sessions that suit their needs, preferences etc.

The inclusion of yoga sessions delivered by The Special Yoga Centre supports pupils in developing their flexibility, supports focus and calmness/reflection. Some staff are trained to deliver Yoga sessions in school.

The use of ipads with all classes is encouraged and groups of pupils are supported to develop self and peer to peer reflection/feedback skills regarding performance in PE/physical activities. These pupils are supported to self-review and analyse their own and peer performance. It has also acted as a means for pupils to share experiences with peers in other classes and members of staff. Some very proud moments have been shared.

### **Extra-curricular enrichment activities provided to promote sport participation**

- After school club – additional swimming
- Playground exercise and climbing equipment
- 2 Sports days. (1EYFS& KS1) (1 KS2)
- Excel sports club for KS2 pupils on Friday afternoons
- Thursday morning KS2 Games morning.

- Deep water swimming for older KS2 pupils who need their swimming opportunities extended
- Dance club (Friday afternoon- Dance and Sport in Lower Key Stage 2 Excel clubs this year)
- Yoga sessions for pupils
- Sports activities available for both boys and girls
- External coaching to enable pupils to develop skills and extend learning.

### Review of the current PE and school sport offer (**Strengths** and **weaknesses** of the school's offer)

Reviewed in September 2017 –

- Staff interact with pupils at playtimes to ensure increased 'play' interaction and learning experiences for all pupils
- Symbols available on playground.
- Resurface on playground and safe surface under large equipment which allows for increased independence by adults.
- PE curriculum topics reviewed to ensure a consistent broad and balanced offer.
- Additional resources provided for playground football and target practice with a realistic surface
- Large climbing frame installed in both EYFS Playground and Large playground offers increased challenge to all users.
- Expectation that teachers across the school will be responsible for the delivery of high quality indoor and outdoor PE totalling not less than 2 hours per week
- Need to access team games opportunities
- Pupils need to experience competition where appropriate
- Extend direct teaching of safe self rescue teaching to year 5 pupils

**Priorities for improvement in our PE action plan. How are we using our PE and sport funding grant to gain maximum impact:**

**Services from the local partnerships we have engaged with?**

- Yoga sessions– class staff working alongside yoga teachers to develop their own practice and understanding
- Willesden Sport Centre – use of their large pool and sports field
- Link to external coaches to challenge and extend pupils in competitive sport
- working alongside sport ‘coaches’ and access to develop sport skills across the school
- Attending swimming galas in Brent, Ealing and Richmond to compete against other schools
- PlaySports Company and North West College of London Physical Education Students assisted on Sports Day

**Our PE Curriculum Focus areas**

**EYFS and pupils with complex learning needs. ‘Physical Development’**

- Pupils should begin to develop control and co-ordination in large and small movements.
- Pupils should begin to move confidently in a range of ways, negotiating space
- Pupils should begin to handle equipment and tools effectively.
- Pupils should begin to develop skills to manage basic hygiene and personal needs successfully

## Swimming

- Develop basic swimming skills;
- Develop an understanding of the importance of personal hygiene in relation to pool use;
- Progress from using a swimming aid to developing their confidence and competence in being able to swim without the use of any aids using recognised swimming strokes.

Pupils should be taught to:

- Engage in planned/unplanned opportunities to be active and interactive with peers
- Engage in basic movements including running, jumping, throwing.
- Engage in planned/unplanned opportunities to develop balance and coordination using large and small apparatus.
- Participate in paired activities
- Copy movements and/or follow simple one key word instructions
- Perform simple movements in dance
- Begin to recognise changes in body after activity with adult modelling and input

## **Key Stage One**

### Dance

- Use different parts of the body to explore personal and general space and to move using simple actions;
- Listen to, and move in response to, different stimuli and accompaniments;
- Move in a controlled manner, at different speeds and in different directions, using different levels in space
- Perform simple steps and movements to given rhythms and musical phrases;

## Gymnastics

- Explore a range of movement skills, including travelling, jumping landing, climbing, transferring weight, balancing;
- Explore, practise and improve body management skills;
- Progress from working individually to working in pairs;
- Where possible begin to evaluate their movements and those of others.

## Swimming

- Develop basic swimming skills;
- Develop an understanding of the importance of personal hygiene in relation to pool use;
- Progress from using a swimming aid to developing their confidence and competence in being able to swim without the use of any aids using recognised swimming strokes

## **Pupils should be taught to:**

- Master basic movements including running, jumping, throwing, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities (OT advice)
- Participate in group games
- Perform dances using simple movement pattern

## Key stage two

### Athletics

- Participate in fun activities and physical challenges
- Begin to learn, understand and develop the core skills of running, jumping and throwing individually and in a co-operative context, using a variety of equipment;
- Continue to develop core skills of running, jumping and throwing in a co-operative and competitive context using a variety of equipment;
- Progress from simple running, jumping and throwing activities towards becoming involved in more difficult personal challenges.
- Analyse personal performance in a variety of ways.

### Dance

- Progress from using simple movements and gestures, towards developing these into a structured, sequenced and co-ordinated set of movements.
- Develop their movements progressively individually; in pairs; in trios; small groups; and larger groups. •
- Develop more effective use of space levels, directions, speed and strength • move with increased control, co-ordination and poise, using a variety of actions and gestures to communicate ideas and feelings;
- Create, practise and perform movement sequences, using a variety of stimuli and to an audience; •
- Structure dances with clear beginnings, middles and ends;

### Games Invasion /Racquet and Bat

- progress from developing individual skills and partner activities and games to adapted and mini-games through both co-operative and then competitive play;

- Continue to develop control in running, jumping, changing speed, stopping and starting, with and without small equipment;
- Improve skills of handling, hitting and kicking using a variety of equipment and progress from developing individual skills and partner activities and games to suitable small-sided adapted and mini games through both co-operative and then competitive play;
- Develop an understanding of, and participate in, small-sided, adapted and mini games.

### Gymnastics

- Extend body management skills and improve the variety and quality of movement; •
- Progress from working individually to working in pairs, trios, small groups and whole groups; •
- Explore, practise and refine a range of movement skills, including travelling, flight, rolling, balancing, transferring weight, twisting, turning and stretching

### Swimming

- Develop basic swimming skills; •
- Show understanding of the importance of personal hygiene in relation to pool use;
- Progress from using a swimming aid to developing their confidence and competence in being able to swim without the use of any aids using recognised swimming strokes.

### Out door Education and Adventure.

- Take part in outdoor and adventurous activity challenges both individually and within a team.
- Develop ability to evaluate and recognise their own success.
- Be physically active for sustained periods of time
- Play competitive games. ( communicating, collaborating and competing with each other)
- Develop confidence and self-belief in own abilities
- Develop independence and responsibility
- Develop ability to listen and communicate effectively with others
- Develop Increased resilience and determination
- Develop Increased knowledge and understanding of the natural environment.

### **Pupils should be taught to:**

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges
- Begin to compare their performances with previous ones and demonstrate improvement to achieve their personal best i.e. using iPads to photos and video PE sessions to discuss

**Play and Lunch Time fitness, sport and exercise opportunities:**

- Scooters and bikes – coordination and stamina
- Variety of climbing equipment – gross motor development, develop upper body strength
- Trampoline – stamina/cardio
- Fitness equipment (most suitable for KS2) – cardio/stamina
- Football led by ‘life guard’ in ball area – team games, communication and interaction
- ‘Huff and puff’ – led by support staff (one is a qualified sports coach) – aimed at encouraging pupils to access cardio exercise and develop stamina in a fast, fun session
- Play buddies – older KS2 pupils leading short running sessions and follow my leader session

**PE 2017/18 – To improve the quality of teaching and diversity of the curriculum in order for all pupils to make regular and sustained progress**

Actions and strategies	Impact and sustainable outcomes	Resources/ Cost	By who	By when	Progress	Evidence
<p><b>Curriculum Development</b></p> <ul style="list-style-type: none"> <li>• Review our PE curriculum that is broad and engaging for all and meets the requirements of the national curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• High quality PE for all covering all PE strands</li> <li>• Pupils confident to try new activities</li> </ul>	Time allocation	FS MOC	Jan 2018	On track	PE Leads – long and short term planning  Teacher feedback
<p><b>Achievement of pupils</b></p>	<ul style="list-style-type: none"> <li>• Staff are confident to use</li> </ul>	Purchase of iPads	DN FS	March 2018	iPads purchased and	Progress easily identifiable

<ul style="list-style-type: none"> <li>Extend the use of iPads to support self -assessment, peer review and to support staff in planning lessons that ensure progress is being made with all pupils.</li> </ul>	<p>iPads to support accurate assessment of pupil’s progress</p> <p><b><u>Develop self confidence</u></b></p> <ul style="list-style-type: none"> <li>Where possible pupils use ipads independently to self review.</li> <li>Adults support less confident pupils to review and self reflect.</li> </ul>		MOC		pupil being taught to use them to film etc.	Pupils sharing learning.  Pupil portfolios
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**Key priority: School Sport - To increase opportunities for participation in a range extra-curricular and competitive opportunities**

Actions and strategies	Impact and sustainable outcomes	Resources/ Cost	By who	By when	Progress	Evidence
<p><b>Extra Curricular activity</b></p> <ul style="list-style-type: none"> <li>Develop lunch fitness activities,</li> <li>Ensure as many children are active at lunch play as possible</li> </ul>	<ul style="list-style-type: none"> <li>Engagement and enjoyment at lunch and break times increases</li> <li>Pupils activity at lunch and break times increased</li> <li>PE physical activity and school sport are encourage and celebrated across the school</li> </ul>	Staff member to lead KS1& KS2 Fran	CH	1 <sup>st</sup> Spring 2018	TBC	Observations  Participation rates monitored by School Council and designated Staff member
<p><b>Competitive opportunities</b></p>	<ul style="list-style-type: none"> <li>Pupils recognise the wider</li> </ul>	Swim Team	LA	Each term		Participation

<ul style="list-style-type: none"> <li>• Further develop competitive opportunities for pupils in upper KS2 in both inter school swimming galas/competitions</li> <li>• Implement a reward system that celebrates achievements in sport eg effort, fair play, teamwork etc.</li> </ul>	<p>benefits of participating in sport and consider it an important part of their development</p> <ul style="list-style-type: none"> <li>• Pupils participation increases (celebrate in assemblies)</li> </ul>	<p>time</p> <p>Entry fees and transport</p>		<p>2 external 1 organised</p>	<p>TBC</p>	<p>rates</p> <p>Feedback from community clubs</p> <p>Parental feedback</p> <p>Parental survey</p>
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**Key Area: Health and well-being – To use physical activity to improve pupils’ health, wellbeing and educational outcomes**

Actions and strategies	Impact and sustainable outcomes	Resources/ Cost	By who	By when	Progress	Evidence
<p><b>Awareness of healthy lifestyles</b></p> <ul style="list-style-type: none"> <li>• Develop and implement a healthy active lifestyle programme (life skills and PSHE)</li> <li>• Develop and use a monitoring tool to assess physical activity levels</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils make healthy lifestyle choices that are celebrated and shared</li> <li>• Positive attitudes towards healthy active lifestyles are encouraged among pupils and staff and extended to parents and carers</li> <li>• Pupils meet the nationally recommended activity levels.</li> </ul>	<p>Curriculum planning and life skills lead</p>	<p>JS</p>	<p>Ongoing</p>	<p>Pupils enjoy healthy food and are active on a daily basis</p>	<p>Observations</p> <p>Participation rates</p> <p>Pupil discussion</p> <p>Parental feedback</p>
<p><b>Engaging the least active</b></p>	<ul style="list-style-type: none"> <li>• Targeted pupils increase</li> </ul>	<p>Designated</p>	<p>FS</p>	<p>Ongoing</p>	<p>Large climbing</p>	<p>Monitoring</p>

<ul style="list-style-type: none"> <li>Identify and target those children who are least active for additional lunch activity sessions</li> </ul>	activity levels	Staff member to lead.			apparatus available	Participation Teacher feedback Medical officer Feedback
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**Key Area: To use PE, School sport and physical activity to impact on whole school priorities**

<b>Actions and strategies</b>	<b>Impact and sustainable outcomes</b>	<b>Resources/ Cost</b>	<b>By who</b>	<b>By when</b>	<b>Progress</b>	<b>Evidence</b>
<ul style="list-style-type: none"> <li>Develop a whole school approach to rewarding pupils, building on sport values to support our school's ethos and pupils' social and moral development.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils understand the contribution of physical activity and sport to their overall development</li> <li>School values and ethos are complemented by sporting values</li> </ul>	Curriculum planning Rewards specifically PE related	All staff	Ongoing		Pupil discussion School Council Progress and attainment data