



## Northowram Primary School P.E. and Sport Impact Review 2017-18

<b>Area 1: Curriculum Direction and Development</b>							
<b>Baseline Statement</b> <i>Where are we now?</i>	<b>Target</b> <i>Where do we want to go?</i>	<b>When</b> <i>What timescale?</i>	<b>How?</b> <i>What strategies need to be put into place?</i>	<b>Success Criteria</b> <i>What do we expect to see?</i>	<b>Monitoring Method</b> <i>How will we know it is happening?</i>	<b>Who</b> <i>Who will take specific responsibility?</i>	<b>Resources / Financial Implications</b> <i>What are the resources / costs?</i>
We no longer hold any Schools Games Mark award and didn't apply last academic year.	Explore the possibility of being awarded the Gold Award.	September 2017.	Explore the criteria for assessment.	A decision about which level of award.	At the review meeting of the action plan.	Dan Greenwood.	N/A.
		June 2018.	Apply for the appropriate award, with the aspiration for gold, for accreditation to stand for the 2018-2019 academic year.	Application sent.	Paperwork filled in during the year and application sent.	Dan Greenwood.	N/A.
Explore the option of creating a 'Healthy Breakfast Club'.	Explore the cost and resource implications as well as the benefits.	By July 2018 ready for September 2018.	Visit other breakfast clubs run by local Primary Schools and hold discussions with relevant staff.	A decision made about a Healthy Breakfast Club.	At the review meeting of the action plan.	Henry Naylor, Dan Lomas and Jane Scardifield.	N/A in the short term. Costs to be explored for the long term.
			Trial a 'Healthy Breakfast Day' in school.	Such a day taking place in school.	Photo evidence.	Henry Naylor and Dan Greenwood.	£300.
Extra-curricular clubs are excellent and the quality of P.E. lessons is 'good' or 'outstanding' but little is being done to promote movement during other times.	Encouraging classes to work together to take part in collective exercise.	Ongoing, but achieved with an evaluation by July 2018.	Exploration of how this would look e.g. a collective whole-school competition, individual rewards.	Discuss ideas and mini action plan.	Plan put into action.	Leadership team and Dan Greenwood.	N/A
			Consideration of cost implications: some children have them but some fitness-tracker-type devices could be bought by school to be used by children.	Analysis of potential costs and purchase of suitable equipment.	Purchases made.	Henry Naylor.	£800.

### Curriculum Direction and Development Review

<u>Target</u>	<u>Evaluation of Impact</u>
We no longer hold any Schools Games Mark award and didn't apply last academic year.	Applying for the school games mark required completing an online diary as the year progressed which evidenced the amount of physical activity children do during school time, the intra-school competitions that were done as well as what inter-school competitions we entered into. Every child in Year 4, 5 and 6 was able to take part in intra-school competitions, most notably the Sportshall Athletics competition which directly influenced who competed at the inter-school event against other local schools. The various competitions we



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	<p>have done in school have had a direct impact on every child in Years 1 to 6 with children in Years 4, 5 and 6 taking part in far more intra-school events due to the subject specialism model operated here.</p> <p>The P.E. Co-ordinator (Henry Naylor) and P.E. coach (Dan Greenwood) were able to keep track of progress during the year and see how criteria for the different level of awards were being met. We achieved the silver award and aim for gold next year; we were provided with feedback as to what changes we would need to make in school to be awarded with the gold award next year. This will possibly have a greater impact as next year, the school will offer far more after school clubs than they have done before, giving children even more opportunities to experience new sports.</p>
Explore the option of creating a 'Healthy Breakfast Club'.	<p>This was discussed by the Governors who asked the school to consider if this was a long-term priority. School leaders discussed this and agreed that this was something not worth exploring considering our other priorities and the longevity of a breakfast club. Therefore, this action was discounted.</p>
Extra-curricular clubs are excellent and the quality of P.E. lessons is 'good' or 'outstanding' but little is being done to promote movement during other times.	<p>There are a couple of initiatives such as 'Daily Mile' and '1k-a-day' which schools participate in to get children active every day. Nursery completed a trial week of the Daily Mile by completing a mile around school every day over 5 days and the feedback from staff was that it was a brilliant opportunity to get children active. The PTFA considered funding a track around the field which would support this but the cost of providing a full length track with a suitable surface that children could run on wasn't worth the investment.</p> <p>We had a good offering of clubs, especially in the lead-up to the Grand Soiree, which has a really positive impact on our school. Children get the chance to perform in front of a crowd at the end of the run of clubs, which gives them a purpose to learning the routines etc.</p> <p>We re-organised our playtime provision so that there was a consistent offering of football, cricket and basketball at break times. There was investment in other equipment, like skipping ropes and hoops, for children to use at break time and lunchtime. While there is no quantitative data that proves this, the feeling was that behaviour was generally better at these times because children had more of a focus so were less likely to play physical games where they may have been hurt.</p>



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<b>Area 2: Teaching and Learning</b>							
<b>Baseline Statement</b> <i>Where are we now?</i>	<b>Target</b> <i>Where do we want to go?</i>	<b>When</b> <i>What timescale?</i>	<b>How?</b> <i>What strategies need to be put into place?</i>	<b>Success Criteria</b> <i>What do we expect to see?</i>	<b>Monitoring Method</b> <i>How will we know it is happening?</i>	<b>Who</b> <i>Who will take specific responsibility?</i>	<b>Resources / Financial Implications</b> <i>What are the resources / costs?</i>
We have a really successful curriculum which delivers 'good' and 'outstanding' lessons consistently.	Develop the curriculum to include a wider range of sports to reflect the new extra-curricular clubs that ran last year.	September 2017.	Henry Naylor and Dan Greenwood to review: the subject specialist lessons taught in Years 4 to 6; the P.E. specialist lessons taught in Years 1 to 6; and the additional lessons taught by teachers in Years 1 to 3. Units can include new equipment purchased and new clubs introduced last year, such as archery and dodgeball.	A reviewed and up-to-date curriculum map.	It will have been shared with staff.	Henry Naylor and Dan Greenwood.	N/A
An assessment spreadsheet for P.E. has now been implemented successfully for 12 months.	Refine the system to include new units of work.	Between September 2017 and December 2017.	Henry Naylor and Dan Greenwood to use the spreadsheet to update for the end of half-termly units.	Judgements beginning to be formed of ability of children in P.E.	Henry Naylor and Dan Greenwood will meet January 2017 to discuss impact of new assessment to identify any changes.	Henry Naylor and Dan Greenwood.	N/A.
An annual 'Health Day' takes place but we recognise that there is more to do to promote physical and mental health and wellbeing.	Promote both a little more with children and parents.	During the full academic year.	Take part in the 'Sugarsmart' initiative and create pledges that school will commit to.  Assemblies for children looking at how to look after yourself, manage difficult times and stress in school.	Children attend launch. Material circulated.  Assemblies taking place.	Jane Jennings and two children will have attended the launch.  Completed plan of assemblies.	Henry Naylor and Jane Jennings.  Dan Lomas, Jane Scardifield and Henry Naylor.	N/A  N/A

### Curriculum Direction and Development Review

<u>Target</u>	<u>Evaluation of Impact</u>
Develop the curriculum to include a wider range of sports to reflect the new extra-curricular clubs that ran last year.	<p>We offered some different clubs to before, such as table tennis, but there could have been more impact made here. On reflection for this point, the Henry and Dan discussed using several staff for several different clubs aimed at different year groups for every half term, not just having a bulk of clubs in the Grand Soiree months.</p> <p>Work has been done to continue supporting teachers in Year 1, 2 and 3 with Dan offering CPD opportunities, teaching alongside him. Lessons are still 'good' and 'outstanding' but we have identified the need for a 'lead teacher' for P.E. in this half of school who can work</p>



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	alongside Henry and Dan to support teachers, better the provision and increase the synergy between the two teaching teams.
An assessment spreadsheet for P.E. has now been implemented successfully for 12 months. Refine the system to include new units of work.	Dan worked to update the spreadsheet and filled it in for the whole school for each of the P.E. units that he taught. This was then reported to parents on the end-of-year reports and used between units to support children.
An annual 'Health Day' takes place but we recognise that there is more to do to promote physical and mental health and wellbeing.	<p>Jane Jennings was joined by Suzanne Skidmore in promoting this initiative in school. They went on training at the start of the academic year and worked with a small group of Year 6 children to formulate a plan for the year. Suzanne and Jane led assemblies to advise about sugar consumption, there was a workshop during the annual 'Health Day' and there was a competition run to design a meal with as little sugar as possible. A display was created in school where children have their lunches to advise about health meals. There was also a push on healthy snacks at lunchtime and a letter was sent to parents about break time snacks being fruit or vegetables only rather than things like cereal bars that contain additional sugar.</p> <p>We ran an assembly at the start of the year about managing workload and stress. We have identified a school in Wakefield that we will visit in the new academic year which does a lot of work about healthy minds and healthy hearts. This will form a continuing part of next year's action plan.</p>



<b>Area 3: Efficient and Effective Deployment of Resources</b>							
<b>Baseline Statement</b> <i>Where are we now?</i>	<b>Target</b> <i>Where do we want to go?</i>	<b>When</b> <i>What timescale?</i>	<b>How?</b> <i>What strategies need to be put into place?</i>	<b>Success Criteria</b> <i>What do we expect to see?</i>	<b>Monitoring Method</b> <i>How will we know it is happening?</i>	<b>Who</b> <i>Who will take specific responsibility?</i>	<b>Resources / Financial Implications</b> <i>What are the resources / costs?</i>
We have a few incomplete and tatty sets of sports kit and this wasn't replaced under last year's Action Plan as planned.	A new set of A Team, B Team and C Team kit used for most sports, not just football.	March 2018	Costs of kit and embroidery to be explored and then kit to be purchased.	A new set of kit bought before the end of the academic year.	Kit bought and being worn by children.	Henry Naylor	Approximately £400 - £600.

<u>Curriculum Direction and Development Review</u>	
<u>Target</u>	<u>Evaluation of Impact</u>
A new set of A Team, B Team and C Team kit used for most sports, not just football.	We have some quotes and some kit designs to select from which we are going to purchase. This will be fantastic as, whichever sport we enter into, we will look like a team. The impact of this on day-to-day clubs and lessons will be minimal; it will only have an effect on children who participate in competitions and events in extra-curricular time.



<b>Meeting national curriculum requirements for swimming and water safety</b>	
What percentage of our current Year 6 cohort swims competently, confidently and proficiently over a distance of at least 25 metres?	50%
What percentage of our current Year 6 cohort uses a range of strokes effectively (for example, front crawl, backstroke and breaststroke)?	75%
What percentage of our current Year 6 cohort perform safe self-rescue in different water-based situations?	50%
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 we used it in this way?	No