

The funding has been provided to ensure impact against the following **OBJECTIVE**:

Evidencing the Impact of Primary PE and Sport Premium at St. George's Primary School

Vision for the Primary PE and Sport Premium

ALL pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport

To achieve self-sustaining improvement in the quality of PE and sport in primary schools. It is important to emphasise that the focus of spending must lead to long lasting impact against the vision (*above*) that will live on well beyond the Primary PE and Sport Premium funding.

It is expected that schools will see an improvement against the following 5 key indicators:

1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

Under the [Ofsted Schools Inspection Framework 2015](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this. Schools are required to [publish details](#) of how they spend this funding and the effect it has had on pupils' PE and sport participation and attainment.

St. George's Primary School
Schools must include the following:

- how much PE and sport premium funding you receive for this academic year
- a full breakdown of how you've spent or will spend the funding this year
- the effect of the premium on pupils' PE and sport participation and attainment
- how you will make sure these improvements are sustainable

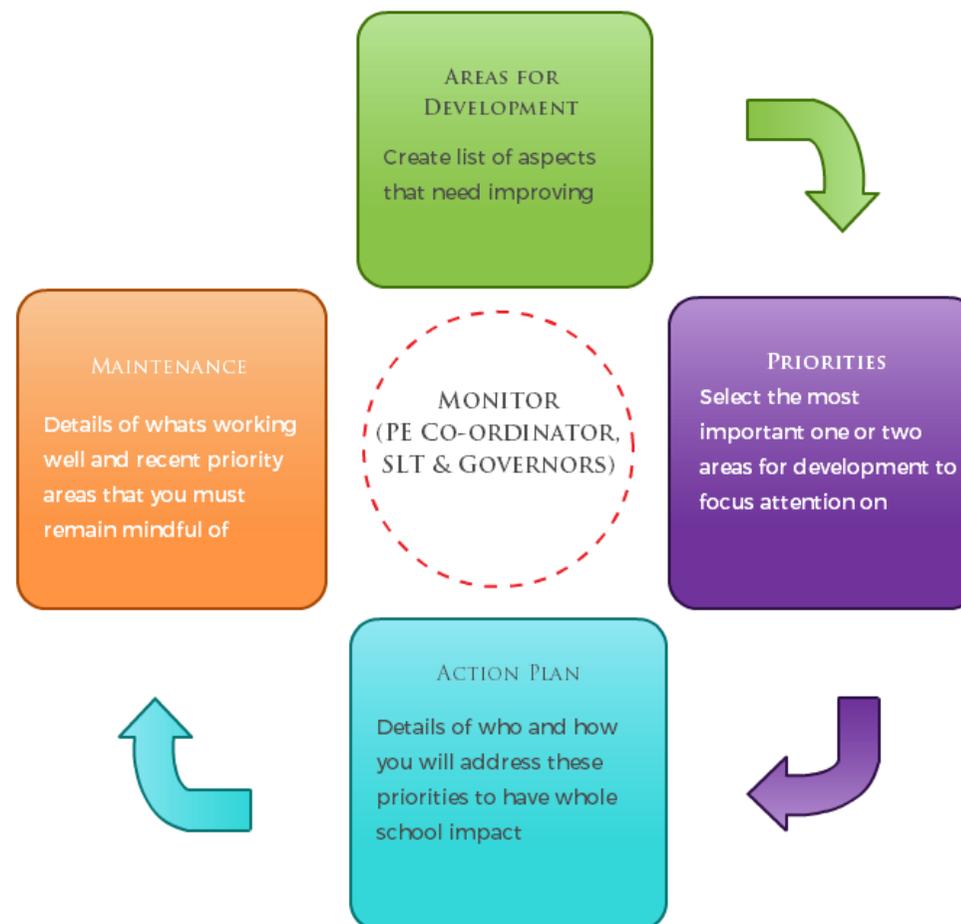
The published information should be clear and easily accessible and we recommend that you upload the following template (Annex 1) to your website for this purpose.

Improvements should enhance, rather than maintain existing provision. For example, where schools are using their funding to employ specialist coaches, these should be deployed alongside class teachers rather than displacing them, in order for their impact to be sustainable and to enable the upskilling of existing teachers.

Primary PE and Sport premium planning and actions should show how use of funding contributes to this vision through identified school priorities which can be measured through reference to key outcome indicators. It is important that the main drivers for improvement are those identified by the school through their self-review. Each school should aim to achieve the following objective:

OBJECTIVE: To achieve self-sustaining improvement in the quality of PE and sport in primary schools. Please see Figure 1 (above): A process model to support your thinking.

Sport Premium Funding 2017 - 2018



HOW TO USE THE PRIMARY PE AND SPORT PREMIUM

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer. This means that you should use the premium to:

- develop or add to the PE and sport activities that your school already offers
- make improvements now that will benefit pupils joining the school in future years

For example, you can use your funding to:

- hire qualified sports coaches to work with teachers
- provide existing staff with training or resources to help them teach PE and sport more effectively
- introduce new sports or activities and encourage more pupils to take up sport
- support and involve the least active children by running or extending school sports clubs, holiday clubs and [Change4Life](#) clubs
- run sport competitions
- increase pupils' participation in the [School Games](#)
- run sports activities with other schools

You should **not** use your funding to:

- employ coaches or specialist teachers to cover [planning preparation and assessment \(PPA\)](#) arrangements - these should come out of your core staffing budgets
- teach the minimum requirements of [the national curriculum](#) – including those specified for swimming.

SECTION 1A – EVALUATION OF IMPACT/LEARNING TO DATE

Guidance on the primary PE and sport premium can be found at gov.uk.
Annex 1 – Primary PE and Sport premium – Online reporting template

Name of school: St. George's Primary School

Academic: Foundation Primary School

In previous years, have you completed a self-review of PE, physical activity and school sport? Yes

Have you completed a PE, physical activity and sport action plan/ plan for the Primary PE and Sport Premium spend? Yes

Is PE, physical activity and sport, reflective of your school development plan? Yes

Are your PE and sport premium spend and priorities included on your school website? Yes

SECTION 1B – SWIMMING AND WATER SAFETY self rescue focus.

Swimming is an important skill and can encourage a healthy and active lifestyle. All Local Authority schools must provide swimming instruction either in key stage 1 or key stage 2. The [programme of study for PE](#) sets out the expectation that pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Swimming and Water Safety	Please fill out 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?	90%
• 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?	75 %
• 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?	70 %
• 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

SECTION 2 – REFLECTION: WHAT HAVE WE ACHIEVED AND WHERE NEXT? 2017/ 2018

Use the space below to identify what your use of the Primary PE and Sport Premium has been to date, and priorities for the coming year:

Key priorities to date:	Key achievements/What worked well:	Key Learning/What will change next year:
<p>Quality of Teaching and Learning</p> <ul style="list-style-type: none"> To increase the quality of teaching provision within the school. Buy in and develop the use of high-quality schemes to promote the quality of teaching and learning. The use of a professional sport-specific coach to increase competence of all teaching staff members. <p>Raise Profile of Sport</p> <ul style="list-style-type: none"> To raise the profile of sport within the school, through competitive sport and Games Days. Autumn and Spring Game Days. Traditional Summer Sport's Day To raise the level of competitiveness within the children in the school. Preparing children for tournament sport at local and county level. Run local area competitions at our school. Year ¾ football. <i>To increase the participation of all children in the school.</i> 	<ul style="list-style-type: none"> Swimming. The 12 children identified are now all water competent with 4 of the children able to swim a full 25m length. The level of competence within the teaching staff has been raised. The REAL PE and REAL Gym training days alongside with the implementation of a high-performance coach has impacted the quality of teaching. Increased participation of children within local area and county level competitions Competitiveness of school teams has increased with winning two local tournaments, football and rugby. Routinely entering competitions. Children in year 1 have experienced the Weymouth Outdoor Education Centre Increase in number of sports within the taught curriculum. High ability 'change-for-life' club has provided with a challenging and engaging series of lessons. 	<ol style="list-style-type: none"> Budmouth Partnership – Some inconsistencies within the year. The staff training has been evident as previous years. The tournaments in year groups however seem to be becoming more consistent. Budmouth have also offered their services with senior sport leaders to help referee and assist the St. George's Cup. Increase in daily participation through 'active play' – targeted children. The Chief Medical Officer has recommended that children participate in at least 30 minutes of physical activity a day. From September with the new Physical Education Hive, we will research creating 'active playtimes' using the new resource with structured games. This will include development of staff to run and promote within the school Key Stage One Development – Development of staff members. The use of expert coaching for staff

<p>Swimming and Higher attainers</p> <ul style="list-style-type: none"> • Identify and develop non-competent swimmers in year 5 • Target high level sporting students without access to sporting clubs outside of school 		<p>development has initially been targeted at Key Stage Two. Starting Easter 2018 – the named coach will be working alongside EYFS and Key Stage One teachers to development their level of knowledge and competence in teaching Physical Education.</p> <p>4. Evidencing impact – Develop a staff charter assessing their level of competence and areas to develop. Through this reflective process we will continually review which areas need to addressed and prioritised.</p>
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SECTION 3 – PLANNING YOUR PROVISION AND BUDGET FOR THE COMING YEAR

Use the template below to plan how you intend on spending your Primary PE and Sport Premium funding this academic year, to include which of the 5 key indicators that priority relates to. The greyed out boxes allow you to re-visit this section later in the year to review and plan next steps.

Step by step guidance notes to support completion of the template to achieve self-sustaining improvement in the quality of PE and sport in primary schools:

Step 1: Confirm the total fund allocated

Step 2: Review activities and impact to date either using the template you used last year or section 2 above

Step 3: Confirm your priorities in terms of impact on pupils and enter into column B to detail your school focus (e.g. improved the quality of children's physical literacy at key stage 1)

Step 4: Cross reference these with the 5 key indicators for the Primary PE and Sport Premium by selecting the aspect(s) that this relates to (e.g. increased confidence, knowledge and skills of all staff in teaching PE and sport) and select these from the drop down menu in column A

Step 5: Complete column C to outline key actions to achieve these outcomes (e.g. whole staff training)

Step 6: Complete column D to detail funding allocated to this priority (e.g. £100.00)

Step 7: Complete column F to show how you plan to evidence the impact of this spend on young people

Step 8: Identify when you will revisit this template to update with actual spend, impact and sustainability next steps (greyed out columns E, G & H)

Step 9: The greyed out columns will be useful when reviewing your school's spend later in the year to confirm actual spend and impact to support further plans for the future and sustainability.

Vision: ALL pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport.

Objective: To achieve **self-sustaining** improvement in the quality of PE and sport in primary schools against 5 key indicators:

1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

Academic Year: 2017/2018		Total fund allocated: £15,651 April 2017/18				
		£11568				
		October 2017/18				
		£4,083				
PE and Sport Premium Key Outcome Indicator	School Focus/ planned Impact on pupils	Actions to Achieve Staff CPD	Actual Funding	Evidence	Summary of Actual Impact (following Review) on pupils	Sustainability/ Next Steps
3. increased confidence, knowledge and skills of all staff in teaching PE and sport	REAL GYM <i>Build on the generic teaching skills of the classroom teachers, giving professional development</i>	Buying into the REAL Gym Scheme. PE coordinator to go on REAL Gym training schemes and deliver back into school. Assistant PE Coordinator to go on	£1390	Staff training day. Observations. Looking through planning, firstly informal. Further development through CPD led by PE coordinators.	New scheme for all children across school focusing on the fundamentals of skill. Coordination, balance and	Embed the programme into the school. Ensure the teachers are competent to include the sessions into the curriculum.

	<i>opportunities, and therefore further expertise, in how to develop physical literacy and the breadth of learning that comprises physical education.</i>	course. INSET Training day to be held in school for the launch of the new scheme. DAY 1: PE Coordinators DAY 2: Full day for all staff DAY 3: PE coordinators.			movement. Massive impact on core development and physical literacy. Also offers a different environment to engage actively.	Develop resource base to extend and differentiate for all children.
Further Impact - Staff from St Georges - along with members of staff from other schools took part in a REAL Gym training day. Too early to make an accurate reflection. The scheme is a 12 part series of gymnastic lessons which makes the teaching more enjoyable. It primarily focuses on safety and how to implement game related activities into gymnastics.						
1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles 3. increased confidence, knowledge and skills of all staff in teaching PE and sport 4. broader experience of a range of sports and activities offered to all pupils	BUDMOUTH SCHOOL SPORT PARTNERSHIP <i>Buying into existing local school sports partnerships Providing pupils that are gifted and talented in sport, with expert coaching and support Providing quality assured professional training</i>	Signing up to Budmouth Primary Sports. Jo Ray to lead festivals for the children and CPD for staff. In weekly contact with Jo Ray for staff CPD and competitive sport for children. Five CPD events throughout the year. Teacher in to work with specific year groups. Teachers to work with	£3735	Photos. Reflections from teachers. Feedback from children. Video Diary	Children gain access to sport specific coaching. Children participate in a broader scope of sports. Children take part in competitive sports Teachers to be up-skilled so that they can provide an enhanced level of teaching for the upcoming	Ensure Budmouth lead visits our school on a regular basis. Different staff CPD matched with the needs of our teachers. More tuition on working with children with additional needs.

5. increased participation in competitive sport					scheme of work. Including increasing confidence of working with children with additional needs.	
<p>Further Impact - Budmouth CPD programme that has a more comprehensive timetable of sports for CPD (Dance, Tag Rugby, Netball, Gymnastics) CPD attended by 5 members of staff available to all teachers and TA's, Gifted and Talented Days – hockey, netball Festivals –yr5&6 tag rugby , year 3 basketball - Yr5&6. Also Year 2 Multi Skills where the entire year group travelled to Budmouth and took part in activities.</p>						
1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles 3. increased confidence, knowledge and skills of all staff in teaching PE and sport	<p>JULIEN LAWES LEVEL 4 TENNIS COACH</p> <p><i>Quality assuring for work of sports coaches and instructors employed to coach in PE lessons and after school sports clubs</i></p>	<p>Creation of 'Change4life' club. Create a lunchtime club for high performance children at lunchtimes.</p> <p>Working with all year groups for professional coaching.</p> <p>Increasing the depth of sports offered within the curriculum.</p> <p>Staff to work with Julien Lawes and develop their own planning systems</p>	£1575	Teacher feedback - observing children. Testing on key physical skills.	<p>Children work with professional sport coach.</p> <p>Increased range of sports provided</p> <p>High performance children working at lunch time, ultimately with all ages.</p>	<p>For Julien Lawes to work with Key Stage One. Focus on key movement skills and physical conditioning.</p> <p>Julien to continue Change4Life Club.</p> <p>Run an assembly for activity. 15 minute physical sessions activity sessions.</p> <p>Teachers' skills uplevelled, now able to deliver curriculum lessons.</p>

<p><i>FURTHER IMPACT - Julien Lawes, a level 4 elite tennis coach, has been working in school since November 2017. Initially Julien worked with year 5 for a 7-week block. The children and teachers were introduced into a new sport in Basketball. Julien is the Weymouth ladies basketball coach. He was able to offer specific lessons for the teachers to begin to understand how to coach. Since January 2018 Julien has worked in year 3 focusing on tennis for a 6 week block. From the Spring half term to Easter Julien is teaching Tennis to children in year 4. In addition, Julien has been working a group of high ability year 5 and 6s at lunchtimes since November. The focus has been on physical conditioning and core skills. After Easter the plan is for Julien to work with a group of year 3/4. In the second part of the Summer term for Julien to work with a group of year 1/2.</i></p>						
<p>2. the profile of PE and sport being raised across the school as a tool for whole school improvement 1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles</p>	<p>RIDGEWAY SPORT ASSOCIATION</p> <p><i>Buying into existing local school sports partnerships Providing pupils with expert coaching and support. Competitions available which are refereed properly.</i></p>	<p>Signing up to Ridgeway Sports Association.</p> <p>PE Leads to attend Ridgeway meetings each term.</p> <p>In contact with School Games Organiser.</p>	£132	Minutes from meetings	<p>Providing local tournaments and administration of competition.</p> <p>Children have taken part in a number of competitions through the Ridgeway Association: football, rugby, swimming, athletics, rounders</p>	<p>Continue the relationship with the Ridgeway Sport Association.</p> <p>Identify within group which areas need to be addressed and developed.</p>
<p><i>Further Impact - In reality, the small amount of this money goes a long way into allowing children to participate outside of the school in competitions. Nadia, the local sport partnership coordinator, is in weekly contact discussing the administration and logistics.</i></p>						
<p>1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles</p>	<p>ADDITIONAL SWIMMING FOR NON-SWIMMERS</p> <p><i>Paying for transport, pool hire and instruction to provide additional</i></p>	<p>Contact Osprey Swimming Centre</p> <p>Review children in need of extra swimming end of year 5</p>	£2000	<p>Pool booking confirmation Assessment of children's progress Feedback from teacher</p>	<p>The expectation that all pupils will meet the government standard of swimming 25</p>	<p>Children now water competent – we carry on the lessons in the curriculum. Children now have links to swimming pool.</p>

	<i>swimming lessons for those pupils unable to swim by the end of Year 6</i>	Create a logistical map of transport and attendance			metres unaided by the end of Year 6 Please see Further Impact	
<p><i>FURTHER IMPACTS - Children attend Osprey Leisure Centre every Tuesday afternoon under the guidance of Mrs Craft. The children work now with two teachers for an hour period. These children were initially identified as totally non- confident swimmers. Children assessed in December. Extra teacher brought in to strengthen the ability of swimmers due to the quality. All children made excellent progress and individual assessments made for each child- Children who can now swim 25m x 5 P.H / A.G / T.S-M / D.G / R.W All able to now swim 25m unaided / x5 Water confident.</i></p>						
5. increased participation in competitive sport	TRANSPORTATION <i>Paying for transport for competitive sports eg Rugby Tournament, swimming gala</i>	Communication with drivers and organisation of events.	£500	Minibus booking form, attendance at competitions.	Money goes towards all transport costs including the year 3 basketball competition, football fixtures, rugby tournament, swimming etc Obviously a vitally important asset to the school. Worth its weight in gold.	Continue to value minibus driver's efforts. Increase number if possible and make commitments to all possible tournaments.
1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles	Weymouth Outdoor Education Centre <i>Buying into existing local sports partnerships</i>	Children within year 1 all to receive a 7-week block of outdoor education provision. Speak with the manager of the centre.	£1100	Booking confirmation Feedback from children Feedback from staff	Broader experience of sports. All children provided with unique	Continue the following year. Children provided with a link and the centre now has a link back into the

		<p>Confirm dates with year 1 and devise plan for logistics.</p> <p>Led by WOEC centre staff - Year 1 staff to work alongside to be upskilled</p>		Photos	opportunity.	school.
<p>FURTHER IMPACT - Children provided with unique experience in attending the Weymouth Outdoor Education Centre. The entire year group attended over a seven-week period. The children took part in a varying number of activities such as caving in the tunnels, climbing and team building games.</p>						
<p>4. broader experience of a range of sports and activities offered to all pupils</p>	<p>TEACHING RESOURCES</p> <p><i>Purchasing specialist equipment and teaching resources to develop curriculum and physical activity levels</i></p>	<p>Audit resources</p> <p>Identify best deals possible</p> <p>Speak with teachers about resources lacking</p> <p>New sports for curriculum</p> <p>Sustainable clubs</p>	<p>£1100</p>	<p>Hockey Equipment</p> <p>Rugby Equipment</p> <p>Clothing for competitions</p> <p>Four basketball posts and equipment</p>	<p>New subjects taught in school</p> <p>With the use of professional sport coach</p> <p>Children able to attend competitions</p>	<p>Continue sport clubs</p> <p>Continue to review equipment and audit</p>
<p>Further Impact - Children now able to take part in a hockey club and the curriculum is able to be fulfilled with quality. Rugby equipment was beginning to show signs of extreme wear. As with hockey, curriculum coverage is now complete. Rugby club has also been extended to year 4. In addition, the children had no exterior clothing for competitions. Therefore, after discussion with other local schools and SLT, a new kit to wear over the playing strips was bought. This allowed children to stay warm and effective during day long competitions. For example the Bournemouth academy football tournament.</p>						

<p>2. the profile of PE and sport being raised across the school as a tool for whole school improvement</p>	<p>SAILING <i>Employing of quality sports coaches and instructors employed to coach in non traditional sporting activities</i></p>	<p>MC ORGANISES</p>	<p>£500</p>	<p>Photos Feedback</p>	<p>Children to partake in a non-traditional sport associated with our locality. Continuation of the 2012 Olympic legacy. Children took part in sailing proficiency course in year 5. Children in year 6 took part in a two day sailing course. The intention of increasing the desire of children to take part in local sport. Also for the children to play in a varied sport.</p>	<p>MC organises following year</p>
<p>1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles</p>	<p>ORIENTEERING <i>Purchasing specialist equipment and teaching resources to develop non traditional activities</i></p>	<p>Meeting with Di Tilsey Arrange two planning meetings at school Meet with groundsman and discuss replacement</p>	<p>£100</p>	<p>Meetings with and correspondence with Di Children's participation Future competition at school</p>	<p>The orienteering course had become quite dilapidated and the children were unable to complete the course. Di Tilsey</p>	<p>Intra school competition Inter School competition Create photo orienteering course</p>

		on badges Inform teachers of new course.			from WOEC was able to remap the course and with John Stone they were able to place all the new markers. Year 5 and year 4 have completed the new course. Very successful.	
5. increased participation in competitive sport	SAMBA 7 ASIDE GOALS <i>Purchasing specialist equipment and teaching resources to develop non traditional activities</i>	Order new goals based on best buy St. George's Cup – increase size of competition. 16 schools to 20 schools	£540	New increased tournament for year 3 and 4 children in Weymouth and Portland Photos Feedback	Increased tournament Boys and Girls tournament Only competition in local area. Also working with Budmouth sport leaders	Continue to run course Review feedback and adjust accordingly
1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles	PHYSICAL EDUCATION HIVE	See JL Headteacher Two quotes YPO SportSafe Various research	£3000 Carry over	New structure Active lunchtime leaders	Active break times and lunch times Sport Leaders running clubs alongside a member of staff	Develop sport leaders Develop timetable for use Increase physical education time in

					Clubs to run inside	school time Potential for community use
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Completed by (name and school position): Craig Barter

Teacher and Physical Education Lead

Date: 12/03/2018

Review Date: 10/03/2019

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