



Sports Premium Spending

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? N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.	90%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	83%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	62%
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?	No

Academic Year: 2018/19	Total fund allocated: £17, 800	Date Updated: 19/07/2019		
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				Percentage of total allocation: 6%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
The school's trim trail needed to be repaired so that it could be used to increase physical activity, particularly during break and lunch times, so children have the opportunity to partake in their recommended 30 active minutes a day at school.	Obtained quotes for repairing the trim trail area in the school grounds. Work was carried out in line with health and safety regulations. Children will be introduced to different ways of using the trim trail and different challenges. Children will be given regular opportunities to use and enjoy the trim trail to increase their physical activity at break and lunch times. Children who are less active or need to develop their gross motor skills will be targeted.	£990	Children will be more active during break and lunch times, appearing more alert during afternoon lessons. Children will start to improve their gross motor skills and this may be evident from the way some children start to sit. Children will express their enjoyment about being active and will enjoy the different activity available during break and lunch times.	The trim trail will be ready to use for future academic years and will benefit the new cohorts. Plans are in place for its use next year and the school is going to increase the optional challenges for children and encourage play leaders to lead in this.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 18%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
PE Subject Leader undertook a CPD session for 'curriculum planning' (July 2019) to develop a curriculum map for Galley Hill so skills are taught progressively and children become secure in the skills required to meet age related expectations.	Attended course detailed and cover was provided for the day. Information and resources were gathered to create a curriculum plan for Years 1 to 6 that interlinks physical education, school sport and physical activity across the school. The PE Subject Leader will deliver training to the staff within their different Key Stages to ensure they	£180 for supply cover on day of the course, £90 for the course & £360 for supply cover for further days for creating the long-term plan/PE Action	The PE Subject Leader is equipped with the knowledge and understanding required and has created a long-term plan that includes progression between year groups and interlinks physical education, school sport and physical activity across the school. Children will be taught skills rather than sports, and key	The curriculum plan will be put into place for the next academic year and every teacher will follow this. The PE Subject Leader will monitor the impact through a new assessment system.

	have the knowledge, skills and understanding required to deliver the long-term plan for their individual year groups.	Plan	skills are built upon and embedded throughout the year. This should have a positive impact on data for next academic year and the performance of children at festivals and competitions.	
The school has invested in nine iPads to improve the children's ability to self-assess and peer-assess during PE lessons so they can develop their skills by delivering effective feedback to themselves and others. Self-assessment and peer-assessment is a whole school priority across the curriculum.	Obtained quotes for the purchase of iPads. Staff CPD will be delivered to ensure effective and purposeful use of resources. Children will be taught how to record their performances using the iPads and how to critique them for others and themselves using vocabulary linked to the PE curriculum relevant to their age.	£2610	Staff and children will become more confident in the use of technology to assess. Staff and the PE Subject Leader will use the children's videos to look for progress across units. Children will develop their self-assessment and peer-assessment skills, and it will allow them the opportunity to focus more on the skills they are taught and their application of them.	The iPads are now ready to use for future academic years and will benefit the new cohorts. Plans are in place for their use although, next year, the school would like to create word banks (that also link to other areas of the curriculum) for each year group for each unit to further embed the children's use of vocabulary when describing strengths and areas for development in their performances.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				49%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
PE Subject Leader undertook a CPD session, 'CSSP School Games Workshop' (December 2018), to increase understanding of the delivery of School Games within Galley Hill's community and the wider area.	The new PE Subject Leader gathered information on what the School Games Mark is and the actions needed to obtain it. This has helped the PE Subject Leader when organising events for children to participate in and when writing the school's action plan for PE.	£90 for supply cover on the afternoon of the course & £360 for two further days collating evidence	The PE Subject Leader has gained an understanding of the different levels of competitions and how this feeds into the School Games Mark. The PE Subject Leader has been able to apply for the renewal of the School Games Mark and completed actions towards it.	Next year, the membership to the CSSP will continue and children will still be given the opportunity to attend all levels of competitions, festivals and development days led by the new PE Subject Leader. However, spreadsheets will be used to quantify participation by individual students and children who are not very active will be invited to the Change for Life Club.
Sports coaches have been working alongside class teachers to develop their knowledge, skills and confidence in the delivery of PE across a variety of sports so the quality of teaching and learning in PE improves.	Sports coaches have been hired and their coaching mapped out across the year. Coaches have modelled to and team-taught lessons to teachers.	£7,600	Some children's attainment in PE has improved and the children have performed better in festivals and competitions. For example, the Year 3 children qualified for the tennis competition final after a tennis coach team-taught with their class teacher. Teachers' confidence in teaching different sports and skills has improved.	Next year, the use of coaches in school needs to decrease so that teachers have more opportunities to practise their newly founded teaching skills in PE. A gap analysis needs to be completed to assess which sports or skills teachers require specific coaching to develop.
The school's new PE Subject Leader has had release time to gather monitoring information and to create an action plan alongside a member of the Senior Leadership Team. This has developed her capacity as a middle leader.	Three to four days of subject leader time was allocated for the PE Subject Leader to work alongside the Headteacher. Information and data was gathered from monitoring. This was used to create an action plan with specific and measureable milestones for the next year.	£600	The PE Subject Leader has a clear representation of how sport is taught across school and has a sound understanding of the school's areas for development. These areas have begun to be addressed and plans are in place for next academic year e.g. swimming lessons will not solely	The new Headteacher needs to meet with the PE Subject Leader in the new academic year to ensure areas for development are being addressed.

			take place in Year 2 and children in upper key stage 2 will have access to top up lessons, Sports Premium spending will be planned for in September.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 0%
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 21%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Buses were used to transport children to competitions with other local schools to allow them the opportunity to compete in a range of sports.	The school joined the CSSP so they could partake in the different levels of competitions that it offers. The school attended the vast majority of competitions that were on offer.	£1000	As the vast majority of the competitions were not within walking distance, the money allocated to travel was imperative to allow children the opportunity to compete. Some children, who are less competitive, were given the opportunity to compete in sporting competitions.	It is hoped that children who competed in these competitions will partake in future competitions or join sports clubs. Next year, spreadsheets will be used to quantify participation by individual students and children who are not very active will be invited to the Change for Life Club.
The school renewed its membership to the Cleveland Schools Sports Partnership	The Service Level Agreement for the CSSP has been renewed. The PE Subject Leader has met with the CSSP coordinator on several occasions.	£2800	The CSSP has organised inter-school sports competitions that have allowed children to have the opportunity to compete against other schools. The CSSP has also given the school access to a network of professionals; Pam Dodds has supported the PE Sports Leader in her new role so that she understood the important nature of the competitive events.	It is hoped that children who competed in these competitions will partake in future competitions or join sports clubs. The school will renew the SLA with the CSSP next academic year.

