

P.E. and Sport Premium (primary aged pupils)

Funding 2017-2018	£9,000.00	Funding 2018-2019 (at Autumn term)	£4,666.00
<p><i>3 Raedwald Trust sites currently have Primary Aged pupils; revolving door admissions at our sites mean pupils do not necessarily have access to sport provision with us for a full academic year.</i></p>			
Key achievements to date:		Areas for further improvement and baseline evidence of need:	
<ul style="list-style-type: none"> All Key Stage 2 pupils accessing swimming lessons on a weekly basis, throughout entire academic year. Successful PE sport specialists delivering high quality sport sessions which have shown an increase in overall engagement. 		<ul style="list-style-type: none"> Continue to diversify access to a variety of sports and new experiences. Review appropriateness of swimming lessons at KS1 part-time provision. 	

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?	71%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	57%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	71%
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

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Academic Year: 2018/19	Total fund allocated: £4,666.00	Date Updated: January 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: 2%
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"> • All pupils have an active morning break (15 minutes) and active lunch break (approx. 30 minutes) • Decrease the number of pupils missing P.E. lessons 	<ul style="list-style-type: none"> • Timetabling allows and reflects need for children to be outside, engaged in physical play and activity. • Spare PE kit bought including trainers. 	<ul style="list-style-type: none"> • 0 • £100 	<ul style="list-style-type: none"> • All sites with primary aged pupils allow at least 30 minutes of play time for all pupils. • Positive impact but must be well staffed to ensure dysregulation is avoided and pupils are supported to return to seat based learning. • In-school kits have encouraged some pupils to engage more consistently. 	<ul style="list-style-type: none"> • Sustainable through timetabling at sites. • Pupils return borrowed kit once used.

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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:
				43%
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"> • Healthy lifestyles and physical activity benefits woven into the PSHE and Project based curriculum • Encourage staff to share personal sporting expertise and engage pupils in sport during break and lunch times • Sharing achievements through small group discussions and during reward assemblies. • All pupils have weekly swimming lessons. 	<ul style="list-style-type: none"> • Staff planning informed by importance of pupils engagement with sport and healthy living. • Staff and pupils encouraged to discuss personal sporting experiences and celebrate success. • Monitoring and ongoing discussions with off-site pool and instructor (one site). 	<ul style="list-style-type: none"> • £2000 	<ul style="list-style-type: none"> • Curriculum delivery includes discussions about healthy living and staying active. • Reward assemblies and small groups have given children good forum to discuss their experiences and success. 	<ul style="list-style-type: none"> • Benefits ongoing and acknowledged by leaders.

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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				0%
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"> In order to improve progress and achievement of all pupils focus is on up-skilling the staff and utilizing past skills and hobbies. Team teaching opportunities to improve knowledge and confidence to support children 	<ul style="list-style-type: none"> Staff actively encouraged to get involved in games and support third party providers during P.E. sessions. 	<ul style="list-style-type: none"> 0 	<ul style="list-style-type: none"> Most staff able to confidently support PE sessions and help pupils with gross motor skill development. Pupils who previously found PE sessions difficult have begun to engage more consistently. 	<ul style="list-style-type: none"> Must be ongoing approach to ensure all pupils remain positive and engaged.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				55%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Additional achievements:</p> <ul style="list-style-type: none"> Third-party PE provision through Positive Futures to support children to experience a variety of new activities. All KS2 pupils given the opportunity to take part in Forest Schools. 	<ul style="list-style-type: none"> Regular discussions with coaches and Positive Futures following sessions. Focus of sessions must remain flexible and responsive to the ever changing cohort in the PRU. Links with Suffolk Wildlife Trust and ongoing monitoring to ensure pupil engagement remains positive. 	<ul style="list-style-type: none"> £2566 	<ul style="list-style-type: none"> Improved level of engagement with P.E. sessions and decrease in significant behavioural incidents. 	<ul style="list-style-type: none"> Specialist coaches have supported staff development; Positive Futures remain a positive addition to our curriculum offer to KS2 pupils. Continue to review frequency of Forest Schools sessions.

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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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"> • Through Positive Futures, encourage community links for getting children involved in competitive sport outside of school. • Discussions with families to encourage registration and engagement with additional sporting opportunities. 	<ul style="list-style-type: none"> • Regular discussions with coaches and onward recommendations for activities to keep children active competitively in the community. • Pastoral leads and Heads of school to facilitate ongoing discussions with families as required. 	<ul style="list-style-type: none"> • £0 	<ul style="list-style-type: none"> • Examination of further support that can be put in place for families to access sporting activities outside of school. 	<ul style="list-style-type: none"> • Examine other sources of additional funding to support families.