

PRIMARY PE AND SPORT PREMIUM REPORT

The PE & Sports Premium is additional funding provided by the government to support the delivery of PE and sport in primary schools. The funding has been provided to ensure self-sustaining improvement in the quality of PE and sport in primary schools.

In 2018 -2019 Hookstone Chase Primary School was allocated **£18,870**

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.

Hookstone Chase will work to show 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

PROVISION

Hookstone Chase will use the funding to make additional and sustainable improvements to the quality of PE and sport on offer. We may use the premium to:

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

We may therefore:

- provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively;
- hire qualified sports coaches to work with teachers to enhance or extend current opportunities;
- introduce new sports, dance or other activities to encourage more pupils to take up sport and physical activities;
- support and involve the least active children by providing targeted activities and running or extending school sports clubs and promoting holiday clubs;
- enter or run more sport competitions;
- partner with other schools to run sports activities and clubs;
- encourage pupils to take on leadership or volunteer roles that support sport and physical activity within the school;
- embed physical activity into the school day through active travel to and from school, active playgrounds and active teaching;

Meeting national curriculum requirements for swimming and water safety	Hookstone Chase Results
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?	81%
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?	81%
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?	81%
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: September 2018 – August 2019				Total Fund Allocated: £18,870
Key Indicator 1: The engagement of all 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				£4670
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"> To train Y5 children as sports leaders, so they can run sports sessions during lunch time. Well-being Wednesday, groups to continue work to enjoy PE activities and develop a greater understanding of a healthy Lifestyle 	<ul style="list-style-type: none"> Sporting Influence to deliver 7x sessions to deliver Sports Leader Programme. Timetable arranged to deliver lunchtime activities across the school. Update and purchase new playground equipment and repair wooden trim trails etc. Timetabled and SI deliver sessions. 	<p>£770</p> <p>£1000</p> <p>£2900</p>	<ul style="list-style-type: none"> What % of children is involved in the Sports Leader Programme, either as a leader or a participant? Year 5 children show increased confidence which contributes to achievement across the curriculum. Does the post-learning questionnaire show: 1. an increase in regular activity? 2. Increased confidence when taking part in physical activity? 3. A greater awareness of healthy lifestyles? 	<ul style="list-style-type: none"> Sports Leader Programme for Year 5 children continues into 2018 -2019. Fitness and Wellbeing sessions to continue for focus groups in KS2 during the academic year.

<ul style="list-style-type: none"> • Askham Bryan students deliver sporting programme – 1 hour per week KS1 and LKS2 classes –Jan - June '19 • Every Wednesday morning, the whole school walks a mile together. 	<ul style="list-style-type: none"> • Timetable activities with Rob Yule (Askham Bryan Tutor) • Walk timetabled to take place at 10:00am every Wednesday, 		<ul style="list-style-type: none"> • Are the children more engaged in activities and demonstrate a positive approach and attitude to learning? • Feedback from Askham Bryan re engagement of pupils • Wednesday Walk embedded across the curriculum. Children develop an understanding that physical activity has a positive impact on health & social. 	<ul style="list-style-type: none"> • Continue partnership with Askham Bryan College; providing positive role models of young people engaging in sport. • Consider implementing daily mile.
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Academic Year: September 2018 – August 2019				Total Fund Allocated: £18,870
Key Indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				£2000
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"> • Ensure that all children understand the need for and develop healthy lifestyles. 	<ul style="list-style-type: none"> • Use of PSHE & Science objectives to raise awareness and develop a clear understanding of a Healthy Lifestyle. 	£2000	<ul style="list-style-type: none"> • Have all children had access to healthy lifestyle sessions across the curriculum and improved their knowledge, understanding and skills? 	<ul style="list-style-type: none"> • Extension of Fitness and Wellness Groups as detailed above.

<ul style="list-style-type: none"> • Use sport to embed and enhance positive attitudes to learning so that children can meet/ exceed age related expectations and make expected and better progress. • Forest schools development 	<ul style="list-style-type: none"> • Opportunities are made across the curriculum to reinforce Healthy Lifestyles including: <ul style="list-style-type: none"> - Cookery - Assemblies - Sporting Events - Sports Relief • Focus groups across KS2 attend Fitness & Wellness Groups delivered by Sporting Influence. • Promotion of good behaviour for learning through sport, linking to Champion Minds and Metacognition Work. • Whole School Sports Day with support from Askham Bryan students. • Forest Schools continue to be developed to encourage and engage pupils in active, outdoor learning. • A member of staff attends Forest Schools Leader training to lead across school. • Forest schools area to be further developed. 		<ul style="list-style-type: none"> • Case study of 4 children from the focus groups. Detailing attitude to PE/Sports activities and attitude to learning at the start and end of the year. • Interviews with teachers with regard to the children's attitude in PE sessions and learning in general. • Forest schools training for PE leader. • Staff training organised for Summer Term 	
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Academic Year: September 2017 – August 2018				Total Fund Allocated: £18,870
Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and Sport.				£9000
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"> To provide high quality PE Sessions for all pupils to enable them to meet / exceed age related expectations. 	<ul style="list-style-type: none"> Monitoring of PE by PE lead and SI coaching staff KS stage meetings with SI to discuss plans, resources and feedback High quality resources to deliver high quality PE session Rolling Program of PE activities to be delivered across KS1 and KS2 using resources purchased from 2017/2018 	£9000	<ul style="list-style-type: none"> Monitoring reports Feedback from staff and SI on resources used 	<ul style="list-style-type: none"> Continue to work with SI and continue monitoring of PE sessions across the school

Academic Year: September 2018 – August 2019				Total Fund Allocated: £18,870
Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.				£1200
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"> Continue to offer a wide range of activities both within and outside the curriculum to encourage more pupils to be involved in a wider range of sports. Focus on children who do not take up additional PE and Sport opportunities to ensure they are involved in sporting activities. 	<ul style="list-style-type: none"> Continue to offer after free after school clubs across a wide range of sports (dance, gymnastics, multi-skills, athletics, cricket) Survey children to find what clubs they would like. Identify children who would benefit and invite/ encourage them to join an after school or lunchtime club. 	£1200	<ul style="list-style-type: none"> How well are the after school clubs attended? What % of children access after school sports clubs? What feedback is received on the clubs offered? What % of targeted children attend a sports club? 	<ul style="list-style-type: none"> In addition to Y2 –Y4 swimming, target Y6 non swimmers for extra sessions. Continued range of Sports Clubs offered and opportunities to take part in different activities. Use of funding to promote attendance at Sporting Influence Holiday Clubs.

Academic Year: September 2018 – August 2019				Total Fund Allocated: £18,870
Key Indicator 5: Increased participation in competitive sport				£2000
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"> To ensure all children are involved in competitive sport by holding at least 3 intra-competitions per year for each school phase. To increase the percentage of children taking part in inter-competitions To develop a Gifted and Talented Programme to enhance the skills needed in competitive sport. 	<ul style="list-style-type: none"> Use specialist coaches/teachers deliver competitions throughout the year Take part in weekly competitive sports events, make sure a member of staff is available to attend with the children Organise additional fixtures with other local schools To identify Gifted and Talented children and deliver a programme To sign post parents with details of local sports clubs that their children may wish to join. 	£2000	<ul style="list-style-type: none"> Are all children involved in at least 3 intra-competitions throughout the year? What % of pupils are involved in inter-competitions? What % of pupils are exceeding age-related expectations? What % of pupils are actively involved in a local, regional or national sports club/programme? 	.

Reviewed: January 2019

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Evaluation of Primary PE and Sport Premium 2017 - 2018

Academic Year: September 2017 – August 2018				Total Fund Allocated: £18,690
Key indicator 1: The engagement of all 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				£3755
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"> To train Y5/6 children as sports leaders, so they can run sports sessions during lunch time. KS2 Spring & Summer Term Intervention by experienced coach to improve confidence in sports skills, healthy lifestyles, wellness and healthy living – 30 mins per week for each KS2 class. 	<ul style="list-style-type: none"> Sporting Influence to deliver 7x sessions to deliver Sports Leader Programme. timetable arranged to deliver lunchtime activities across the school. Update and purchase new playground equipment and repair wooden trim trails etc. Identify children for the club Complete pre-learning questionnaire 	<p>£755</p> <p>£1000</p> <p>£2000</p>	<ul style="list-style-type: none"> What % of children is involved in the Sports Leader Programme, either as a leader or a participant? Year 5 & 6 children show increased confidence which contributes to achievement across the curriculum. There are fewer playground incidents as there is increased participation in activities. Does the post-learning questionnaire show: 1. an increase in regular activity? 2. Increased confidence when taking part in physical activity? 3. A greater awareness of healthy lifestyles? 	<ul style="list-style-type: none"> 28% of YR5/6 children trained as a Sports Leader. The children have led playground activities. The children have led KS1 PE sessions. (Autumn/Spring Term) A number of children were asked about their participation in the group. Some responses were ‘they played lots of games – things that we normally do but in different ways’ ‘I liked the coach – they were positive

<ul style="list-style-type: none"> • Askham Bryan students deliver sporting programme – 1 hour per week KS1 and LKS2 classes –Jan - June ‘18 • Every Wednesday morning, the whole school walks a mile together. In addition introduce “wake up and shake up” if weather is too bad to walk and as an additional activity. 	<ul style="list-style-type: none"> • Complete post learning questionnaire • Timetable • Walk timetabled to take place at 10:00am every Wednesday • Summer Term Timetable “Wake up and Shake up” sessions before school. • Parents invited to join the whole school 2/3 times in the year. 		<ul style="list-style-type: none"> • Are the children more engaged in activities and demonstrate a positive approach and attitude to learning? • Wednesday Walk embedded across the curriculum. Children develop an understanding that physical activity has a positive impact on health & social and emotional well-being. • Have children develop a greater understanding of the benefits of walking with friends and family? • Does the walk have an impact on the children’s social and emotional well-being? • How much additional cross curricular learning takes during this time? 	<p>and fun’ ‘my attitude to PE has changed and I am more positive’ ‘We were encouraged to work as a team’ ‘I am more confident to work as a team in other lessons’</p> <ul style="list-style-type: none"> • Positive feedback received from the Askham Bryan staff, who noted our children were very engaged and participated with lots of enthusiasm. • During the ‘Wednesday walk’ children are able to walk with older/younger children or different adults. A number of children have commented positively and enjoy walking with a variety of people. • Wake up Shake up took place if the weather was too bad to walk.
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Academic Year: September 2017 – August 2018				Total Fund Allocated: £18690
Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				£3475
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"> • Ensure that all children understand the need for and develop healthy lifestyles. • Use sport to embed and enhance positive attitudes to learning so that children can meet/ exceed age related expectations and make expected and better progress. 	<ul style="list-style-type: none"> • Use of PSHE & Science objectives to raise awareness and develop a clear understanding of a Healthy Lifestyle. • Opportunities are made across the curriculum to reinforce Healthy Lifestyles including: <ul style="list-style-type: none"> - Cookery - Sporting Events - Sports Relief • Focus groups across KS2 attend Fitness & Wellness Groups delivered by Sporting Influence. • Promotion of good behaviour for learning through sport, linking to Champion Minds 	<p>As above</p> <p>£2275 – training costs £700 – resources £500 - mapping</p>	<ul style="list-style-type: none"> • Growing up in North Yorkshire Survey outcomes show that children are confident in their understanding of healthy lifestyles and indicate that healthy choices are made and show improvement from 2016. • Have all children had access to healthy lifestyle sessions across the curriculum and improved their knowledge, understanding and skills? • Have all children been part of whole school sports events and assemblies? • Is behaviour for learning across the curriculum good and showing improvement? • Are children able to transfer their learning in Sport & PE and apply it in other areas? • Is there positive feedback 	<ul style="list-style-type: none"> • Use North Yorkshire Survey to plan appropriate learning activities in response to outcomes highlighted. • The children have had access to healthy lifestyle lessons across the curriculum. Champion Minds groups had a focus on resilience and perseverance, through drama, maths, puzzles and PE problem solving. Children worked across year groups – YR1 – YR6. Children have been improving their fitness and wellbeing whilst

	<p>and Metacognition Work.</p> <ul style="list-style-type: none"> • Whole School Sports Day with support from Askham Bryan students. • Activities linked to Football World Cup. • Forest Schools to be developed to encourage and engage pupils in active, outdoor learning. • A member of staff attends Forest Schools Leader training to lead across school. • An area in school grounds is set up and resourced. • School Grounds are mapped to enable further development of Outdoor & Adventurous Activities. 		<p>from parents and pupils following Sports Day?</p> <ul style="list-style-type: none"> • Has the Forest Schools' Leader completed training and successfully achieved accreditation? • Have appropriate resources been purchased and are they being used regularly? • Have all classes in KS1 accessed Forest Schools' Learning and are opportunities identified in Long Term Planning? • Is there an up to date map of School Grounds? 	<p>running. (not during PE) KS1 children have taken part in outdoor learning.</p> <ul style="list-style-type: none"> • Due to the weather sports day did not occur. • The wellbeing group has been introduced and a number of children were identified. • KS1 pupils took part in Sports Numeracy. The teachers felt that although this had an impact on children's enthusiasm for sport they were not able to apply the skills back in the classroom during their numeracy lessons. • The outdoor learning area has been developed and resourced in the school grounds. There are a number of lesson plans available for staff to use and amend. • Contact has been made to produce a map of the school grounds for OAA purposes.
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Academic Year: September 2017 – August 2018				Total Fund Allocated: £18690
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and Sport.				£9000
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"> To provide high quality PE Sessions for all pupils to enable them to meet / exceed age related expectations. 	<ul style="list-style-type: none"> Areas for development in PE are identified for bespoke CPD. Use of qualified teachers to improve and develop staff skills in the delivery of high quality PE sessions. Approach used: Demonstration Lessons Team Teaching Observed teaching with feedback. Purchase of new sports equipment. 	<p>£7000</p> <p>£2000</p>	<ul style="list-style-type: none"> Has the quality of provision improved for pupils? Have staff developed greater confidence in the identified areas of weakness in teaching PE? Have standards of teaching & learning improved? What % of pupils are working at or beyond the expected levels of PE? What is the feedback from the specialist teachers/ coaches? 	<ul style="list-style-type: none"> Members of staff have taken part in Tchoukball, athletics, and gymnastics CPD. This has improved their knowledge and skills when teaching these sports. Sporting Influence have observed improved teaching and learning. Sports equipment has been purchased to ensure there is enough equipment when doing whole class teaching of a particular sport. The sports equipment is monitored and kept in good condition.

Academic Year: September 2017 – August 2018				Total Fund Allocated: £18690
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.				£1000
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"> Continue to offer a wide range of activities both within and outside the curriculum to encourage more pupils to be involved in a wider range of sports. Focus on children who do not take up additional PE and Sport opportunities to ensure they are involved in sporting activities. To ensure all pupils can swim at least 25 metres; use a range of strokes effectively and perform safe self-rescue in different water-based situations. 	<ul style="list-style-type: none"> Continue to offer after free after school clubs across a wide range of sports (dance, gymnastics, multi-skills, athletics, cricket) Survey children to find what clubs they would like. Identify children who would benefit and invite/ encourage them to join an after school or lunchtime club. Children from Y 2 to Y4 attend a 5 week block every year at local pool 	£1000	<ul style="list-style-type: none"> How well are the after school clubs attended? What % of children access after school sports clubs? What feedback is received on the clubs offered? What % of targeted children attend a sports club? What % of pupils are able to swim 25m by the end of Y4? 	<ul style="list-style-type: none"> 45% took part in extra-curricular activities. 29% took part in SI extra-curricular activities Extra-curricular activities were - Dance, Sports Club, Tchoukball, Mini Gym, Fit for Life, Games Club, Dance and Movement.

Academic Year: September 2017 – August 2018				Total Fund Allocated: £18690
Key indicator 5: Increased participation in competitive sport				£1500
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"> To ensure all children are involved in competitive sport by holding at least 3 intra-competitions per year for each school phase. To increase the percentage of children taking part in inter-competitions To develop a Gifted and Talented Programme to enhance the skills needed in competitive sport. 	<ul style="list-style-type: none"> Use specialist coaches/teachers deliver competitions throughout the year Take part in weekly competitive sports events, make sure a member of staff is available to attend with the children Organise additional fixtures with other local schools To identify Gifted and Talented children and deliver a programme To sign post parents with details of local sports clubs that their children may wish to join. 	£1500	<ul style="list-style-type: none"> Are all children involved in at least 3 intra-competitions throughout the year? What % of pupils are involved in inter-competitions? What % of pupils are exceeding age-related expectations? What % of pupils are actively involved in a local, regional or national sports club/programme? 	<ul style="list-style-type: none"> 29% took part in SI extra-curricular activities. YR3/4 Football, YR5/6 Football, Yr5/6 Tennis, Yr5/6 Tchoukball, YR5/6 Tennis, YR5/6 Cricket Exceeding age related expectations: YR3 – 16%, YR4 – 19.5%, YR5 – 11%, YR6 – 11% Percentage of KS2 children involved in local, regional or national sports club/programme – 20% During the Summer Term a group of 25 children were identified and took part in a Gifted and Talented lunchtime club