



## Northbourne CE (A) Primary School

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## Report on the use of PE premium funding, 2017-18

### 1. The PE Premium: Background and aims

- PE Premium funding is ring-fenced money delegated to schools to ensure they are able to fulfil the Department for Education's vision of 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.**
- The funding is provided to ensure schools achieve **self-sustaining improvement** in the quality of PE and sport in primary schools, securing improvement in the following areas:
  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 pupils
  5. Increased participation in competitive sport.

### 2. Use of the PE Premium at Northbourne to date

The funding is provided to ensure schools achieve **self-sustaining improvement** in the quality of PE and sport in primary schools, securing improvement in the following areas:

	Key actions	Key achievements	Planned changes
13-14	<ul style="list-style-type: none"> <li>To address <b>priorities 2 and 3</b>, PE Premium funding was combined with that from 2 other local schools and used to employ a full-time qualified secondary PE teacher.</li> <li>The Specialist PE Teacher taught alongside class teachers at Northbourne two days a week, modelling key teaching skills needed to secure good progress over a unit of work.</li> </ul>	<ul style="list-style-type: none"> <li>With input from the Specialist PE Teacher, the long-term schemes of work for PE were re-written and resourced fully.</li> <li>Teachers' subject knowledge and confidence in teaching PE increased significantly.</li> <li>The increased knowledge and skills of staff, and the enthusiasm modelled by the Specialist PE Teacher, ensured that more pupils became enthusiastic about being involved in sport and, as a result, many participated in a broader range of activities than was the case previously.</li> </ul>	<ul style="list-style-type: none"> <li>As teachers had developed confidence in leading PE lessons, the focus for the support was able to shift during the next school year, with teachers taking on a greater proportion of the teaching role during each session and the Specialist PE Teacher acting more as a coach / mentor for staff.</li> <li>To ensure sustained and lasting improvements, schemes of work for each of the planned PE units needed to be written collaboratively between with the Specialist PE Teacher and teaching staff.</li> </ul>
14 - 15	<ul style="list-style-type: none"> <li>Employment of the Specialist PE Teacher continued, allowing an ongoing focus on priorities 2 and 3; however, the focus of this role shifted to a coaching / mentoring one for teaching staff to encourage them to become fully confident in delivering all areas of the PE curriculum.</li> <li>This shift created additional time for the PE Teacher to lead involvement in sports competitions and tournaments (<b>priority 5</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Teachers were supported to take on a fuller role in PE lessons. Monitoring carried out by the Specialist PE Teacher showed that class teachers' practice in teaching PE was consistently good by the end of the school year.</li> <li>Schemes of work were written and embedded, ensuring the increased subject knowledge and improved planning for progression of skills could be retained in school should the use of the funding change.</li> </ul>	<ul style="list-style-type: none"> <li>The Specialist PE Teacher secured promotion to a different post at the end of the year, allowing the focus of the funding to be re-evaluated.</li> <li>At this point, staff were more confident in teaching PE themselves, but less confident in assessing pupils' skills and ensuring that plans secured sound progression in these; as such, this was planned as a focus for the following year.</li> </ul>
15 - 16	<ul style="list-style-type: none"> <li>Focus remained on <b>priorities 2 and 3</b>, with a PE teacher being seconded from a local secondary school specifically to support staff to develop an assessment system.</li> </ul>	<ul style="list-style-type: none"> <li>A new system for assessment in PE, in line with the removal of levels from the National Curriculum, was developed across Northbourne and two other local schools.</li> <li>This included video and film of pupils during lessons which can be used to exemplify the standard expected of pupils by the end of key year groups. Staff could then start to use these materials to make accurate judgements of pupils' attainment.</li> </ul>	<ul style="list-style-type: none"> <li>Spend to date ensured that staff were confident in planning, teaching and, increasingly, assessing PE. Discussions with staff suggested that the logistics of PE lessons – for example, setting up equipment ready to use right from the start of a session – was an obstacle to securing consistently outstanding provision, along with challenges in differentiating and assessing during the course of a lesson.</li> </ul>
16 - 17	<ul style="list-style-type: none"> <li>Working in collaboration with another local school, a PE Technician was appointed to work alongside teaching staff to deliver PE lessons, lead after-school activities and organise school involvement in local tournaments (<b>priorities 1 – 5</b>).</li> </ul>	<ul style="list-style-type: none"> <li>Lessons are able to start promptly as equipment is set up ready to use when children arrive.</li> <li>Teachers have support in differentiating activities as pupils can be grouped fluidly leading to effective support and challenge.</li> </ul>	<ul style="list-style-type: none"> <li>Review non-Games based elements of planned curriculum – specifically Dance and Gymnastics –to improve provision in these, including through contracting coaches and teachers where necessary.</li> <li>Continue to refine work of PE Technician to ensure this</li> </ul>

		<ul style="list-style-type: none"> <li>A greater range of extra-curricular activities is offered to pupils, and UKS2 are now part of a local football league.</li> </ul>	role is as effective as possible (funding for PE Subject Leader release time).
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### 3. Swimming and water safety

Proportion of pupils who could swim confidently, competently and proficiently over a distance of at least 25m when they left Northbourne at the end of the last academic year	82%
Proportion of pupils who could use a range of strokes effectively when they left Northbourne at the end of the last academic year	82%
Proportion of pupils who could perform safe self-rescue in different water-based situations when they left Northbourne at the end of the last academic year	89%
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. Has it been used in this way?	No

### 4. Planned spend, 2017-18

**Total delegated funding: £19,100**

Planned focus	Outcome indicator	Actions to achieve	Funding	Success criteria	Next steps
Ensure that PE Technician sets up lessons and maintains equipment stocks, freeing up class teacher to deliver high quality teaching in PE	2, 3	Appoint, induct and train PE Technician	Core funding for salary of £15,550 (shared with Hagbourne Primary School) = £7,750  £1,000 for equipment replenishment	<ul style="list-style-type: none"> <li>Lessons are set up so pupils are active right from the start of lessons</li> <li>Equipment is of good quality, well-stocked and replaced when needed</li> </ul>	Impact of PE Technician on quality of teaching across the year was considerable; as a result, daily hours were increased and expenditure increased accordingly (£10k)
Use expertise of PE Technician to broaden the range of after-school and	1, 4	Audit current clubs and identify areas for development through	Core funding for salary  £500 for lunchtime	<ul style="list-style-type: none"> <li>More pupils, across the age range, involved in high quality sport and PE</li> </ul>	Clubs were altered during the year to try to offer a greater range; some then had low

lunchtime clubs offered during the school week (at least 2 additional after-school clubs and 2 lunchtime clubs)		discussion with PE Technician	equipment (£250 per age phase)  £500 playground markings (Key Stage Two)  £50 Sports Leader / Play Makers subscription	<ul style="list-style-type: none"> <li>activities during the school term</li> <li>Improvement in quality of lunchtime sport activities, and in leadership skills of Y6 pupils running these</li> </ul>	levels of take-up compared to what had previously been offered (athletics, for example). Lunchtime equipment supports better activities during this time, and Y6 are continued to develop their skills in leading this.
Ensure resources for Dance and Gymnastics are up-to-date and motivating	2, 3	PE Technician to audit provision and identify resources, including schemes of work or other equipment, needed to develop this further	£1,500  Rising Stars Champions / PE Hub / Primary PE Planning / Boing (TBC)	<ul style="list-style-type: none"> <li>Teaching in Dance and Gymnastics is as high quality as that in Games</li> </ul>	Coaching support from local company was not of sufficiently high quality, despite our expectations being made clear, due to calibre of staff available. Two teachers found team teaching of Gymnastics lessons alongside coach beneficial to their subject knowledge and practice; 3 classes did not benefit. Agreement terminated, so spend on this reduced to £600.
Ensure staff expertise and confidence in teaching Dance and Gymnastics is as high as that in Games, and ensure ongoing improvements in provision of these strands	1, 2, 3, 4	Contract in high quality Dance / Gymnastics expert from local coaching company to team-teach all classes across the school in T4 – 6	£5,400	<ul style="list-style-type: none"> <li>Staff confidence in Dance and Gymnastics is as high quality as that in Games</li> </ul>	As sourcing quality staff to model teaching has not been successful, spend for a Scheme of Work will be carried forward into the next plan as this will need to underpin teaching of class teachers.
Develop involvement in local sport tournaments by increasing the number of these pupils compete it	1, 4, 5	PE Technician to lead all aspects of involvement in tournaments following training in this role	Core funding for salary  £500 management release time for PE Subject Leader (training, development and line management) and training costs for PE Technician	<ul style="list-style-type: none"> <li>Greater range of sports tournaments accessed due to responsibility for involvement in these not falling to class teachers / headteacher to organise</li> </ul>	No reduction in number of tournaments entered but, due to range of constraints in partnership schools, fewer were offered this year.
Physical activity is built into the wider school curriculum as another method contributing to school improvement	1, 2	Buy Maths Of the Day subscription resources to provide teachers with further ideas of how to plan for and teach active maths lessons	£595	<ul style="list-style-type: none"> <li>Other curriculum areas involve pupils taking part in physical activity</li> </ul>	Subscription used very effectively to improve levels of activity in maths lessons by some – but not all – teachers. Evaluate impact of use when

					subscription needs to be renewed.
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**Total spend planned, 2017-18** **£17,795**