



PE and Sport Spending Report

2018-19

The primary aim of the school is to ensure that all children are able to access all aspects of the school's provision in order to achieve the highest standards of achievement and the greatest possible progress in PE and Sport.

Here at Eastway, we are committed to the development and delivery of high quality PE lessons and sporting opportunities and have a teacher who has been given responsibility for using the PE and sports grant effectively for the benefit of each and every child in our school. Our whole school vision and aims is underpinned by the priority for Social, Emotional, Mental and Physical Health and developing active and happy learners.

Eastway's Rationale for PE and Sport Spending

At Eastway, we ensure that the funding received for PE and Sport is allocated to the areas of greatest need to ensure that all children benefit and have enhancement opportunities available.

The schools Code of Conduct is 'Be Nice, Learn Well, Never give up'. When allocating the budget, our Code of Conduct is always at the forefront of all we do.

A review of how the funding was allocated last year and the impact of this spending is published on our school website.

Allocation September 2018 - 19

From September 2013 Eastway Primary School has made use of additional government funding to enhance and improve our P.E. and Sport provision. Eastway Primary was allocated **£17,790** for 2018/19.

In addition there is a sugar tax grant of £2,927.

Eastway's Contextual information

- 25% below National average for Physical Development (PD) in EYFS - Gap is widening
- EYFS data showed 50% of boys achieved PD ELG and 100% of girls achieved PE ELG
- Our Early Years pupils have very low starting points and baseline for PD this year is 27%
- We have a number of pupils with physical disabilities and developmental delay in school
- We have a higher than average number of SEN pupils on roll and SEMH and Wellbeing is a primary focus in our School Development Plan this year. The Physical and Mental Wellbeing of pupils will be considered in the action plan
- Clubs are available to children however low numbers attend clubs, particularly our disadvantaged pupils, even with clubs being priced at only £1 per term and open for all 3 terms.
- Obesity in local area is increasing - health checks at EYFS and Year 6 have identified this trend.
- Children living in Poverty in Moreton Leasow Ward is 12.3% above National
- High Level of deprivation indicated by 45% Pupil Premium and current 53% Free School Meals
- Eastway is in the 5th lowest ranked deprived ward in Wirral with a score of 37.91 IMD (Index of Multiple Deprivation)
- 32% of households in the Moreton & Leasow Ward do not have access to a vehicle, this limits the experiences for our pupils outside of school
- Change in school staff in September - CPD needs have needed to be reconsidered.

- Lack of extra curricular opportunities in the local area for children to participate in.

Objectives for spending PE and Sport Grant 2018 - 19

1. **Engagement** - increase the number of children participating in sporting activities across the curriculum and extra-curricular time, particularly disadvantaged pupils.
2. **Curriculum** - embed a curriculum that develops PE skills progression and the knowledge to keep themselves fit, healthy and active.
3. **EYFS** - To increase the number of children achieving ELG for physical development (moving and handling/Health and self-care) - target of 72%
4. **Mental Health and wellbeing** - develop links with healthy eating, cooking to develop children's understanding of balanced and healthy lifestyles. Develop the Thrive Approach across school to focus on Mental Health and Wellbeing
5. **Providing role models** - embed buddy system at lunchtime to provide younger children with role models at lunchtime and encourage them to access 'taster pots'.

Planned Provision and Allocation of PE and Sport Grant 2018 - 19

Objective	Actions	Cost
1. Engagement	<ul style="list-style-type: none"> • Lunchtime provision provided by LSC • Super-play sessions • SOCO (play leaders) training • Extra - curricular clubs • Year 6 residential -OAA • Go Noodle/Wake up Shake up 	Lunch - £4,056 (£104 per week) Clubs - £4,056 (minus parent's contribution £3,906) Residential - £500 subsidised Wake up/Shake up -£84.98
2. Curriculum	<ul style="list-style-type: none"> • CPD for teaching staff • Resourcing • Enhancements - dance, Judo, cricket, archery etc. 	CPD - £5,070 (£26 per hour/£130 per week) Resourcing - £355 JM (Sports Coach) - £1,300 Enhancements - £1,400
3. EYFS	<ul style="list-style-type: none"> • F1 PD programme • F2 PD programme • Physical therapy • Active Play Resources • <i>Fine Motor control resources</i> • <i>Large wheeled toys and gross motor equipment</i> • PD Training for support staff 	PD - £2,535 <i>Fine motor - £85.88 exc tax</i> <i>Gross motor - £509.60 exc tax</i>
4. Mental Health and wellbeing	<ul style="list-style-type: none"> • Cooking programmes • Change for life • RPJ3 sessions • Parental engagement • Thrive Training & Resources • SEMH Interventions 	£1,000 <i>Thrive training - £525.00 exc tax</i>
5. Providing role models	<ul style="list-style-type: none"> • Lunchtime buddies • Taster pots • LSC Coaches • Visits from athletes • SOCO Resources- Hi Vis Jackets, 	£500 LSC coaches - Lunch - £4,056 (£104 per week) - as part of engagement Resourcing - £355 - as part of

	training packs, outdoor play resources	curriculum Enhancement visits - £1400 - as part of curriculum
Total costings		LSC - £12,650 in total JM - £1,300 Residential - £500 Resources - £440 Enhancements - £1,400 Parental - £1,000 Lunchtime tasters - £500 <hr/> £17,790 1,120.48 exc tax subsidised by school Full total - £18,910.48

SUBSIDISED ITEMS

Sugar Tax allocation spending

The sugar tax allowance is £2,927.

Action	Breakdown of costings
Mental Health Support space Garden space improvements Climbing walls Adaptions to cooking spaces Outdoor table tennis tables Water fountains Playground markings	
Total Costings	£2,927

Proposed outcomes

- An increased number of children participating in extra curricular activities - especially vulnerable and targeted children.
- More children achieving ARE in Physical Development at the end of reception - 72% target.
- Staff will have a greater understanding and knowledge of the curriculum and progression of skills and ARE Concepts. Staff confidence in the delivery of PE will increase.
- Improved mental health, wellbeing and relationships with eating and healthy food choices.
- An increased number of children eating school lunches and choosing a variety of food types each day.

How Leaders will report and monitor impact

- Headteacher Report to Full Governing Body
- PE and Sport Reviewed Action plan, with Milestone evidence and impact
- Termly data report for PE lead
- Analysis of club registers
- CPD feedback
- Pupil Survey
- Tracking of targeted children
- Thrive Case Studies
- End of Year Impact Report published on website

Review of Impact

Objective	Proposed outcome	Impact
1. Engagement - increase the number of children participating in sporting activities across the curriculum and extra-curricular time, particularly disadvantaged pupils.	An increased number of children participating in extra curricular activities - especially vulnerable and targeted children.	<ul style="list-style-type: none"> Using pupil voice, clubs were designed to cover the interests expressed by the children across the school. Sporting clubs were delivered by experienced sporting coaches. Low numbers evidenced in the autumn term which increased in the spring and summer terms. Provided a variety to cater for all year groups to ensure ALL had access to sporting activities. 'Go Noodle' initiative has been welcomed across the school F2-Year6. Each half term classes competed for the enrichment day reward. Monitor which classes are participating in 'Go noodle' challenging. Liaise with learning mentor to discuss barriers for children who feel uncomfortable participating in PE lessons. Strategies shared and children did participate in whole school sports day. Coaching staff have been used on KS1 and KS2 yards to encourage all to participate in active play during lunch hours. Year 6 SOCO leads trained to deliver active play sessions across playgrounds. <p>Spring clubs F2 - 6 children (mini Olympics) KS1 - 10 children (Mini Olympics) KS2 - 11 children (Dodgeball)</p> <p>Summer clubs F2 - 8 children (Athletics and Gymnastics) KS1 - 18 children (Athletics and Gymnastics) KS2 - 21 children (Tennis and Football)</p>
2. Curriculum - embed a curriculum that develops PE skills progression and the knowledge to keep themselves fit, healthy and	Staff will have a greater understanding and knowledge of the curriculum and progression of skills and ARE Concepts. Staff confidence in the delivery of PE will	<ul style="list-style-type: none"> Staff have awareness of new LTP and the progression of skills. Coach led sessions used as CPD opportunities for staff. Staff have experience of assessing and monitoring the PE outcomes for their class. Staff voice used to identify potential

active.	increase.	areas for development.
<p>3. EYFS - To increase the number of children achieving ELG for physical development (moving and handling/Health and self-care) - target of 72%</p>	<p>More children achieving ARE in Physical Development at the end of reception - 72% target.</p>	<ul style="list-style-type: none"> Nursery have had a weekly PE session delivered by a trained sports coach. Coach has supported the physical activity taking place once per week. <p>Data</p> <ul style="list-style-type: none"> Reception - Moving and handling - ELG - 79% Reception - Health and self-care - ELG - 82% Nursery - Moving and handling - 59% (55% boys/ 100%*PP/62%Homegrown) Nursery - Health and self-care - 94% / (100%boys/ 100% *PP/ 100% Homegrown)
<p>4. Mental Health and wellbeing - develop links with healthy eating, cooking to develop children's understanding of balanced and healthy lifestyles. Develop the Thrive Approach across school to focus on Mental Health and Wellbeing</p>	<p>Improved mental health, wellbeing and relationships with eating and healthy food choices.</p>	<ul style="list-style-type: none"> Teachers have been using DT opportunities to promote healthy eating. Health week used to promote the importance of being active and eating well. Premium Sport delivered workshops across the school to promote healthy food choices. Visiting fitness experts used to develop positive relationship between eating and being active. Thrive groups established by Family Support Coordinator. Mental health awareness promoted in each class with activities appropriately pitched to each year group.
<p>5. Providing role models - embed buddy system at lunchtime to provided younger children with role models at lunchtime and encourage them to access 'taster pots'.</p>	<p>An increased number of children eating school lunches and choosing a variety of food types each day.</p>	<ul style="list-style-type: none"> Children are seated to enhance their eating experience and promote the school lunches. PE lead has weekly shared food selections and taster pots with children in reception, Year 1 and SCD1 to promote hot lunches and the selection available. More children varying their diet and choosing the hot dinner option.