



<b>PE &amp; SPORT PREMIUM FUNDING PLAN 2018-19</b>	
Total Grant Awarded for 2018-19	£32,910.00
Previous Grant Carried Forward (if any)	£0.00
Balance to spend	£32,910.00
PE Lead	Mr Steve Portas
Governor responsible for PE	Mrs Lisa Stickle
<p>Objectives of Spend: Our mission is that all our children across the federation leave our primary schools physically literate and with the knowledge skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity, outdoor learning and sport. Through this we aim to improve attainment and attitude to learning which will pass through to other subjects and general school life. This means that we not only give children opportunities to participate in a wide range of sports, but they learn to deal with everyday anxieties through yoga mindfulness, and outdoor adventurous activities (OAA) delivered in Forest School. We offer a diverse range of opportunities to our community with forest friends for our local toddlers and parents/carers and all children from reception to our year 6 children and beyond . Through the years this will become embedded practice both at school and with future years for the children ensuring sustainability. We are dedicated to providing our children with a wider range of physical activities this will keep our children fitter and could be linked to improve academic performance.</p> <p>We will continue our Forest School / OAA . It is extremely inclusive, with a child led focus ensuring no children are “ left behind”. It provides a unique opportunity for children who struggle and shy away from some sports to excel and “get their hands dirty” in the great outdoors. It will raise self-esteem and reduce anxiety. Children learn to take risks and this in turn helps their development within the classroom. These sessions are available to all children from reception to year 6. Ofsted commented ‘Pupils love their school and all talk with great enthusiasm about the impact of ‘forest school’ on their well-being..... ‘You don’t have to be boxed in the classroom. You can learn outside as well.’</p> <p>Swimming: This is offered outside of core requirements of Y6 pupils able to swim 25 meters. Swimming and lifesaving will be offered to children from 4 – 11 at Northrepps and includes life-saving skills which is a valuable skill to have as Northrepps Primary school is situated close to the coast. Swimming will be offered to 6-11 year olds at Erpingham.</p> <p>Physical Education: Premier sport will be used to provide taster sessions and workshops with parents. This will include healthy eating workshops in which they will engage parents covering aspects such as healthy lifestyles. We will work in partnership with other small schools to offer competitive event such as cross country and football. We need a supply teacher to cover the class to enable these competitive sports to continue. LB Sports will continue coaching new activities such as tag rugby and fitness and athletics both as PE sessions and afterschool clubs.</p>	



**Outline of Primary Sport Premium Spend 2018-19**

Item/Project	Cost	Objectives	Link to SIDP	Outcomes/Measured Impact	Sustainability
Forest School / OAA (KS1/2)  1 session per week for each class for one year.	£21,016	Raise self-esteem and reduce anxiety for children who would not normally participate in sporting activities. To give pupils opportunities for problem solving skills to prepare them for the next step in their education. (NP to add) 6 weeks at each school	<b>Strategic Intention 1:</b> To ensure all pupils demonstrate good learning and teachers deliver appropriate activities and consistently good lessons enabling all pupils to make good or better progress.	Improved health & fitness or Improved behaviour / achievement /self-esteem/ result in national measurement programme. Difference intervention has made on a person. For those who are reluctant to come to school to take greater part in school life.	Raising self-esteem and reducing anxiety. Developing life-long learning skills. Enjoyment of the outdoors so more children get active in all weathers.  Looking to develop our Forest School site as a training centre.
Swimming and life-saving (including staff training)	<b>£3267</b> (AHS / Vicory (N.Walsham)	To teach children swimming and lifesaving skills over 12 weeks. Due to the location of Northrepps primary we think it imperative that we teach all our children to swim and have life-saving skills to enable them to access our beautiful coastline in safety.	<b>Strategic Intention 1:</b> To ensure all pupils demonstrate good learning and teachers deliver appropriate activities and consistently good lessons enabling all pupils to make good or better progress.	Improve their confidence in the water. To know what to do in emergency situations.	There will continue to be a cost implication for use of the swimming pool and coach. Teaching assistants will train to support the coach.



<p>Yoga and mindfulness afterschool club with parents</p>	<p>£1997</p>	<p>To give an opportunity to all our children to explore yoga mindfulness to help build self-esteem and deal with day to day anxieties. Develop their balance, flexibility and sense of self ultimately empowering them to continue with this development</p>	<p><b>Strategic Intention 1:</b> To ensure all pupils demonstrate good learning and teachers deliver appropriate activities and consistently good lessons enabling all pupils to make good or better progress.</p>	<p>Children have a moment of calm before morning class. Ability to engage in their work quicker and in greater intensity.</p>	<p>In future parents could contribute to yoga clubs.</p>
<p>Sports Activities: Premier Sports: Term 1: Sept-Dec18: LB sport Mon Fitness &amp; athletics PM/ASC Tues: Hockey ASC Wed: Tag Rugby PM Term 2: Jan- Feb LB sport New coach for EPS afterschool club: Tennis</p>	<p>£4830</p>	<p>Provide a range of new activities which are physically challenging or team based to those children who are more competitive. These range from basketball / football / tag rugby/ athletics / street dance / cross country.</p>	<p><b>Strategic Intention 3:</b> Ensure all staff feel valued and are encouraged to engage in appropriate professional development.</p>	<p>Develop team building, competitive sport, to challenge and improve personal fitness levels Can continue to fund if we can show the impact. (Numbers who attend / quotes / photos)</p>	<p>Staff will work alongside sports coaches to learn skills to teach PE more effectively in future.</p>
<p>School Games competitions Football NPS V EPS Dodgeball at Erpingham Primary  Cross Country: Gresham &amp; North Walsham both EPS &amp; NPS</p>	<p>£1800</p>	<p>To give children experience at different levels of sporting competitions. To be involved in learning new sports skills with children from other schools</p>	<p><b>Strategic Intention 4:</b> Ensure pupil numbers grow by publicising our schools and pre-schools so that our schools are viable.</p>	<p>Impact: increased numbers keen to compete and take part in competitive sports. Increased ranking in cluster / individual improvement year on year.</p>	<p>We aim to build on this so that we can enter more competitions with all our pupils. We are beginning to work in partnership with other schools and this is part of the provision we want to develop.</p>



Summary	
Total Allocated Spend £32,910	
Premium to carry forward (if any) £0	
Future Plans Continue to develop OAA. Extend the variety of inter school competitions available. Survey pupils to find what they loved and what they would like to try.	

For more information around PE & Sport Premium check out the website <http://www.activenorfolk.org/pe-sport-premium>

### Sport review of 2017 – 2018

The following is a review of the Sports Premium spend for the year 2017-18 based around the 4 questions: 1. what happened? 2. what was the impact on children? 3. what went well? 4. What could be improved next time?

### Outdoor Adventurous Activity

#### EPS/NPS

Summary case study showing the benefits of OAA.

J has been accessing OAA every week all year round throughout his time at EPS.

He struggles with communication and can sometime take some time to take on board any instructions when in a crowded indoor space, very often showing outward signs of being fidgety.

In OAA there is a routine which gives opportunity for every child to talk and also listen in a circle. This can sometimes be quite difficult for J to be still for a period of time, the outdoor allows J to move about whilst still being able to access the activity of observing and listening. He usually struggles with saying his OAA name which should be something from nature and using alliteration. We also work really hard on giving opportunity for children to understand and acknowledge a full spectrum of their feelings with no judgement.

J used to say things like I'm J nobody and I feel like nobody, or J DarthVader sitting on the toilet.

I've recently introduced colour swatches as a visual aid of sharing feelings and developing emotional literacy, without questioning the child why they feel such a way. This gives opportunity for children to experiment with sharing a full range of emotions without then having to explain why (the adults all take part and model their own feelings



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too). When I laid the swatches out and began to explain, J offered his explanation before I'd finished explaining, so I let him continue describing what to do. He was able to say what each colour meant to him, such as yellow for calm, green for happy etc.

When J has recently been given opportunity to access a nurture OAA session, he became completely engaged, sat at circle time, (still struggling with his FS name and saying he's J nobody but may say, I'm not sure how I feel today instead or an unrelated response such as Darth Vader etc), he listened and took part. He then chose to completely relax and be calm whilst swinging himself in a hammock and was animated whilst sat up a tree. When mum dropped him off in the morning, she said he was agitated and quite angry, this behaviour didn't show in FS that day. When up the tree he was very chatty. He sat down on a branch and was negotiating the distance to jump off. I pointed out the risk of jumping one side and comparing it if he jumped from the other side. He considered the risk and turned round. As he did so, he said, I've turned 90 degrees (he was half way to turning round to the other side, so correct in his statement). I asked how many degrees would it be if he turned to face the way he was going to jump, '180degrees'. and again if he faced the way he was originally facing, after a bit of working out, he said 360 degrees. He then wanted to know how many degrees he would turn if he turned 6 times round (6x360). So with a stick in the dust I wrote out the sum, with his help as to where to place numbers. He then shouted out the answers when I asked the individual parts of the sum. We checked the answer on my phone calculator to ensure we were correct. N Poole

### Forest School 4 Grown Ups

**Parent feedback:** This was a great experience for me. It was great to see the environment that the children get to explore and learn in. I liked to find out about what activities they can do, the things they make, tools they can use and this is only the planned activities! I could find my inner child and enjoy exploring and experimenting but with the forest school leader there to explain how the children could do the same things and how to help them but keeping safe at the same time. The day spent together (Parent & Child) in forest school was fantastic. I could see how comfortable the children were and how they used their imagination in the play. I could see how they understood the green guidelines and followed them. It was lovely to use the tools available alongside my children and still feel safe that there was a forest school leader there if I needed her. I have learnt several things that we can do when out and about now, but we are unable to go lighting fires and cutting down trees wherever we like, but in the right places I feel more confident to use the skills I have learnt. Mrs KC

### Yoga

#### EPS

1. Physical: improved flexibility, strength and balance.  
Emotional wellbeing: Improved confidence, self-esteem, ability to self-regulate, identify emotions, feelings, behaviours.
2. Seeing improvement in the children's ability to move and connect to their bodies and also enable moments of stillness. Evident enjoyment of yoga classes weekly.  
Children's ability to identify HOW they like to move their bodies.
3. Lack of space has hindered those children who need to move and raise their heart rates. Using the outside space has not worked successfully to achieve this.  
Smaller groups to support those children with specific needs ( this has been identified and is being addressed from September). Too many emotional needs and dynamics in Yoga Club to approach as successfully as I would have liked. Again identifying specific needs for small groups.  
Having a regular specific space for sessions would help consistency.
4. Number of attendees; between 19 and 15 who have had yoga after school club

11.1.18 – 8.2.18 (5 weeks) Whole School (3 classes) plus afterschool club

22.2.18 – 27.3.18 (5 weeks) C1 & C2 plus afterschool club

17.4.18 – 22.5.18 (6 weeks) C1 & C2 plus after school club

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17.6.18 – 19.7.18 (5 weeks) C1 & C2 plus afterschool club  
R Earle



## Outdoor Learning Club

### NPS

- 1 – 16 children experienced PE outside with professional coach.
- 2 – Good development of team skills, ball skills, parkour, athletics.
- 3 - Children enjoyed parkour sessions. Cricket sessions were well structured.
- 4 - Improvements would be to build sessions that have more structure and look to have more progressive sessions.

C Barton

## Swimming

### EPS

1. How many children have experienced swimming/lifesaving? Approx 15 children
2. What impact have you seen in those attending? Those who could already swim improved their strokes and also their stamina. Of the few that couldn't swim all but one (SEN) has moved up into the swimmers group. The children have become confident near and in the water. They have all become aware of their responsibilities for their own and others' safety. They are aware of the risks and how to reduce them.
3. What has gone really well? The children enjoy the lessons and are keen to improve
4. What would you change in the future? There is nothing that needs changing.

A Rowe

### NPS

1. Oak Class - 14 children.
2. Only a couple go to a swimming club, so most benefit from time in the pool with a swimming coach. Swim coach said that all had shown signs of improvement and definite increase in confidence.
3. Children split into 2 groups according to ability, which gave them half an hour of more valuable swim time, as each received more support from the swim coach.
4. Currently it is a whole afternoon out swimming.

T Foulsher

## Karate

### EPS

1. **55** children from EPS attended a 1 hour per week session for 10 weeks.
2. The impact has been **20** children have all attained their red belt grading.

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3. The children have gained a lot of confidence to try new things. They have become more balanced and coordinated as well being more disciplined.
4. Things for next time would be consideration of the learning space.



**NPS**

1. 33 children from NPS attended a 1 hour per week session for 10 weeks and obtained their graded belt.
2. The children have gained a lot of confidence to try new things. They have become more balanced and coordinated as well being more disciplined.