



*Choose to succeed...*

# Waterloo Primary Academy

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 @WaterlooPA

## PE and Sports Grant Premium

Schools must use the PE and Sports premium funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that we should use the Primary PE and Sport Premium to:

- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

It is recommended that schools start by reflecting on the impact of current provision and reviewing the previous spend. Under the Ofsted Schools Inspection Framework, inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively Trustees and Academy Council Members hold them to account for this.

Schools receive PE and sport premium funding based on the number of pupils in years 1 to 6. Funding is determined based on data from the January 2018 school census. The provisional details are:



Pupil Premium Grant Allocations	
Basic grant	£16,000
Eligible pupils on role	527
Additional amount	£5270
Total grant received	£21,270

Waterloo Primary Academy's funding allocation for the previous year, 2017 – 2018 was £21,270.

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Additional resources; including staffing and equipment, has allowed for an increase in extra-curricular activities and additional competitive school teams. This has resulted in our School Games Mark accreditation improving, which now stands at the 'Gold' level.</li> <li>• The 'Amaven' assessment system purchased has had a significant impact on the progress our pupils make. The system allows all parties (staff, children and their parents) to track the progress the pupil is making within their physical education, thus, allowing all involved to understand what is needed in order for the children to develop.</li> </ul>	<ul style="list-style-type: none"> <li>• Swimming is a clear downfall at Waterloo. This is something we have begun to explore. We plan to use some of the new funding to provide additional lessons to those pupils who are not able to swim the required 25m.</li> </ul>

<ul style="list-style-type: none"> <li>The introduction of 'Commando Joe's' has allowed for a broader range of activities being included within Waterloo PE. This programme has also allowed other members of the school workforce to work alongside the instructors in order to enhance their professional development.</li> </ul>	
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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? <b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school.	50%
68%	68%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	68%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes / No

## Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for students today and for the future.

<b>Academic Year: 2018/19</b>		<b>Total fund allocated: £22,000</b>		<b>Date Updated: April 2019</b>	
<b>Key indicator I: The engagement of <u>all</u> pupils in regular physical activity</b>					
					Percentage of total allocation: %
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
Provide a stimulating PE department that challenges and motivate all pupils.	<ul style="list-style-type: none"> <li>• Increase participation in extra-curricular activities</li> <li>• Provide a Change4Life club which is available to all pupils, targeting those who do not normally engage well with PE</li> <li>• Allow the children to monitor their own progress in PE</li> </ul>	£5,000	<ul style="list-style-type: none"> <li>• Due to a wider variety, and an increase of extra-curricular activities participation has risen significantly. Approximately 300 pupils (per week) take part in extra-curricular activities.</li> </ul>	<ul style="list-style-type: none"> <li>• The recent introduction has of outside agencies has been a positive impact. This has been planned for the following 2 years.</li> <li>• Regular scrutiny of the school's curriculum map will continue to take place to ensure a stimulating department.</li> </ul>	

	through the assessment system. This allows them to have personal best scores; which then increases engagement within their lessons			
<b>Key indicator 2:</b> The profile of PE and Sports being raised across the school as a tool for whole school improvement				Percentage of total allocation: %
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Continuing the 'Sport Leaders' program  Raise the profile of PE and other sporting opportunities to increase engagement, attendance and positive behaviour throughout the school environment	<ul style="list-style-type: none"> <li>Continue to increase the number of sport leaders throughout the school.</li> <li>Sporting pins have been introduced. These provide the pupils with a great sense of pride and also motivate other pupils to work</li> </ul>	£3,000	<ul style="list-style-type: none"> <li>Our sport leaders provide small activities for pupils during lunchtimes; thus, increasing physical activity during their day, and providing the pupils with vital leadership skills.</li> <li>Behaviour across the school; especially during PE, has become much better.</li> </ul>	<ul style="list-style-type: none"> <li>We have begun to introduce the program to lower years, this will allow a sustained team of sport leaders throughout KS2.</li> </ul>

	harder to achieve them. This has also had a positive impact on behaviour across all aspects of the school environment			
<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation: %
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
The specialised sports staff continue to enhance the knowledge and skills of teaching staff.	<ul style="list-style-type: none"> <li>All teaching staff to become more confident in teaching PE across a wide range of activities.</li> </ul>	£5,000	<ul style="list-style-type: none"> <li>More staff are leading lessons with the support of specialist staff.</li> </ul>	<ul style="list-style-type: none"> <li>This has increased confidence throughout all staff, therefore, ensuring good quality PE at Waterloo is sustainable for the foreseeable future</li> </ul>
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: %
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

Introduce a wider variety of sports to the curriculum.	<ul style="list-style-type: none"> <li>Employ outside agencies who deliver sports that school are unable to supply.</li> </ul>	£8,000	<ul style="list-style-type: none"> <li>'Commando Joes' have started to deliver stimulating activities, with a focus on resilience. This is something the teaching staff are receiving a great deal of experience from and can now be echoed and adapted throughout other lessons in school.</li> </ul>	<ul style="list-style-type: none"> <li>This has been bought for a two-year period. After that time, staff working alongside the instructors should be confident enough to deliver similar session themselves.</li> </ul>
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation: %
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Increase the number of competitive school teams and sporting trips.	<ul style="list-style-type: none"> <li>To attend enough competitive outing in order to achieve the school games gold award.</li> </ul>	£2,000	<ul style="list-style-type: none"> <li>School games award achieved.</li> <li>Competitive teams risen from 4 to 7.</li> <li>There were more than 40 competitive trips from September 17-18.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to increase participation in competitive teams.</li> </ul>