



# Sport Premium Report 2017

## PE and School Sport Premium

The government in England is providing additional and substantial, ring-fenced funding to provide support to primary PE and school sport. This funding is being jointly provided by the Departments for Education, Health and Culture, Media and Sport, and will see money going directly to primary school to spend on improving the quality of physical education and sport for all their children.

## Vision - Government

All pupils leaving primary school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport.

## Vision – School

That all children will:

- know how to keep themselves fit and healthy, including having the knowledge and understanding to make healthy choices regarding their diet
- have the skills to engage in whatever sport they would most like to engage in
- have the confidence to take part in team sports
- have the opportunity to engage in a range of organised and independent physical activities at break and lunch times
- develop their fine and motor gross skills to allow them to enjoy team and individual physical play
- develop the leadership skills necessary to be able to referee games and lead other year groups in sports, including running sports day and becoming play leaders
- reach standards of excellence across a range of skills over time through their PE lessons.

## Objectives

- 1) To achieve self-sustaining improvement in the quality of PE and sport in primary schools.
- 2) To ensure our children make choices that keep them healthy and safe.
- 3) To develop young leaders who are confident and skilled in supporting others.
- 4) To develop a competitive sports programme to help build our school community and support our engagement in community life.

## Key outcome 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

| Key achievements to date:  | Areas for further improvement and baseline evidence of need:   |
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| <p>The number of clubs offered and children involved in these clubs has increased. Pacesetters ran two change 4 Life lunch time clubs as well as two after school clubs. Both lunch time and after school clubs were full.</p> <p>We purchased new equipment for play time which encouraged more children to be active and to interact with each other, including building an outdoor Table Tennis table. It has increased confidence in a wide range of children and has increased interaction between lunch time staff and our children.</p> <p>Pacesetters ran PE lessons in year 2 and year 6. In these year groups, participation in clubs increased and attainment against curriculum objectives was higher than previous years.</p> <p>This has raised the profile of PE in the school.</p> | <p>To engage children in more physical activities at lunch time and after school. We will increase the number of lunch time and after school clubs offered and encourage parents to support their child's attendance at clubs outside of school. We will train year 6 play leaders to further enhance enjoyment and engagement of our children in physical activity as well as to develop their independence and leadership skills.</p> <p>To provide children with a wider range of opportunities during PE lessons. We will increase the number of classes taught by Pacesetters to ensure that a member of staff is being coached by Pacesetters at each session to build sustainable improvements in PE and to ensure a wider variety of opportunities. We will identify children who are not as active and engage them in physical activity.</p> <p>We will raise the profile of the importance of making healthy food choices with parents and children.</p> |

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| Academic Year: 2017/18   |   | Total fund allocated: £19,370.                     |   | Date Updated: October 2017  |  |
| 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  |   |  |   | Percentage of total allocation:   |  |
|  |   |  |   | 18%   |  |
| School focus with clarity on intended impact on pupils:  | Actions to achieve:   | Funding allocated:                                 | Evidence and impact:  | Sustainability and suggested next steps: (Reviewed Sept 2018)   |  |
| Children will know how to keep themselves fit and healthy; that they will have the skills to engage in whatever sport they would most like to engage in; that they will have the confidence to take part in team sports; that they will have the opportunity to engage in a range of organised and independent physical activities at break and lunch times. | Purchase play equipment for lunch times which cover a wide range of physical skills<br>Train staff play leaders and pupil play leaders<br>Pacesetters to run Change4Life clubs 3 lunch times per week<br>Carry out pupil voice to evaluate perceptions of sport and PE in school at regular intervals throughout the year<br>Carry out pupil voice to establish which pupils do not take part in some kind of activity. Follow up with plan to engage them. | £500<br><br><br><br><br><br><br><br><br><br>£3,000 | Observations during PE lessons<br>Observations during lunch times<br>Uptake of extra-curricular clubs<br>Staff appraisal<br>Pupil voice<br>Children will be used to being active during their free time.<br>There will be a positive expectation regarding activities which can be amended following pupil voice feedback.<br>The role of play leader will continue to be part of the school leadership structure children apply for. | Pupil voice and staff feedback shows that children really enjoyed using the play equipment during free time and that more children were involved in physical activity than before. We started the Daily Mile during break times but that was not taken up by many children. Pupil Voice also showed that they really enjoyed their Pacesetter PE lessons and the after school clubs that were running. We are hoping that the quality of PE will increase across the school this year as a result of this coaching and, therefore, more children will feedback that they enjoy their PE lessons. We will need to purchase more equipment to top up our stock. |  |
| Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement   |   |  |   | Percentage of total allocation:   |  |
|  |   |  |   | 10%   |  |
| School focus with clarity on intended impact on pupils:  | Actions to achieve:   | Funding allocated:                                 | Evidence and impact:  | Sustainability and suggested next steps: (Reviewed Sept 2018)   |  |
| Leadership skills will be developed in children to support the development of their independence.  | Pacesetters to train year 5 and 6 children to lead playtime activities. Year 6 will train year 5 in this in the summer term.  | £600 (2x£300)                                      | Observations<br>Pupil Voice   | Clubs run by Year 6 children were well attended and engaged children. Pupil Voice stated that they really enjoyed this leadership role and learned a lot from training. We will need to train new children this year.   |  |
| Children in Foundation Stage will engage with Bikeability.   | Purchase balance bikes and build programme into curriculum.   | £1,256   |   | Children loved Bikeability and this was used in nursery as well as Foundation Stage.  |  |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport  |   |                                      |  | Percentage of total allocation:  |
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|  |   |                                      |  | 43%  |
| School focus with clarity on intended impact on pupils:  | Actions to achieve:   | Funding allocated:                   | Evidence and impact:   | Sustainability and suggested next steps:   |
| The quality of teaching across all subject areas is at least good so that children make at least expected progress in lessons where they are engaged and challenged in their learning; that they will reach standards of excellence across a range of skills over time through their PE lessons; that they will develop the leadership skills necessary to lead physical activities and teams across school. | Chosen staff are coached during Pacesetter led PE lessons. This will be rolled out across the school on a termly basis in the next 2 years so all staff have this opportunity<br>Progress towards PE objectives will be explored during staff meeting/training sessions<br>Review Schemes of work | £8,312                               | Meeting minutes and reflective journals<br>Pupil voice<br>Data tracking<br>Lesson observations | Better progress was made towards PE objectives this academic year.<br>Staff are confident in their delivery of different and varied skills and in the use of the equipment we have in school.<br>The programme for next academic year will support and challenge children even further as more sports will be covered and children will have the opportunity to use those skills in extra-curricular clubs/competitions. |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils  |   |                                      |  | Percentage of total allocation:  |
|  |   |                                      |  | 6%   |
| School focus with clarity on intended impact on pupils:  | Actions to achieve:   | Funding allocated:                   | Evidence and impact:   | Sustainability and suggested next steps:   |
| Children reach standards of excellence across a range of skills over time through their PE lessons.  | Pacesetters to teach Aussie Rules, Olympics, Athletics, Basketball, Gymnastics, Football during PE lessons and offer a range of activities during the Change4life sessions.<br>Mark out a new football pitch for year 6 and purchase goal posts.<br>Mark out running tracks in the summer term    | As above<br><br>£475<br>£400<br>£300 | Pupil voice<br>Lesson observations<br>Data tracking  | Pupil voice shows children have enjoyed a wider variety of sports. We now have two football pitches for children to play on.   |
| Key indicator 5: Increased participation in competitive sport  |   |                                      |  | Percentage of total allocation:  |
|  |   |                                      |  | 23%  |
| School focus with clarity on intended impact on pupils:  | Actions to achieve:   | Funding allocated:                   | Evidence and impact:   | Sustainability and suggested next steps:   |

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| Provide opportunities for children to engage in organized sports teams through link with Thomas Becket. | PE teachers from Thomas Becket to run netball and football clubs.<br>Year groups to spend a 'sport and DT' day up at Thomas Becket to use their facilities. | £4,500 | Pupil Voice | Children attended clubs at Thomas Becket. 6 <sup>th</sup> formers came to play football with our year 6 children and refereed their matches. We need to increase the frequency of this and use the 6 <sup>th</sup> formers to train year 6 in being referees for lower year groups. We could also do with increasing the competitions we take part in. |
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