



# Sports Premium

Academic Year: 2019/20	Total fund allocated: £16,157	Academic Year 2019-2020		
<b>Key indicator 1:</b> The engagement of <u>all</u> 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: 68%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>All pupils participate in a minimum of 30 minutes physical activity a day in school</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that pupils receive a statutory 2hrs of PE per week as part of the National Curriculum</li> <li>Provision of a trained sports coach to lead games at lunchtimes</li> <li>Increase after school sports clubs to increase opportunities for physical activity</li> <li>Embed physical activity into the school day through active playgrounds and active teaching</li> </ul>	Specialist PE teaching 1hrs per week  3 after school sports clubs (football, Multi Sports, gymnastics)  Forest School activities, one afternoon per week  Total: £10950	All children undertake <b>at least 40 minutes</b> of physical activity a day in school (this is during lunch and break time activities) <ul style="list-style-type: none"> <li>100% of pupils have 40 minutes of active play per day</li> <li>100% of pupils participate in 2hrs of curriculum PE each week</li> <li>100% of pupils have access to positive play sessions twice a week</li> <li>65% of pupils take part in 1¼ hrs of Forest School activities each week</li> <li>28% of pupils take part in 55 mins of Multi Sport club each week</li> <li>26% of pupils take part in 55 mins of football club each week</li> </ul> To provide high quality opportunities at playtimes  To provide structured opportunities to develop key skills	<ul style="list-style-type: none"> <li>Provide an after school Gymnastics Club (taking to 3 the total of sports clubs available)</li> <li>Training for LT supervisors in how to develop games and activities</li> <li>Improved behaviour on the playground</li> <li>Structured play opportunities</li> <li>Positive feedback from pupils</li> </ul>

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:
				3 %
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Sports coaches form an important part of the school team. They provide high quality sport provision and act as role models for pupils who do not have significant male/female role models in their lives. Sports coaching has facilitated creative pupil groupings – this has enabled small group teaching support</p>	<p>Ensuring the sports coaches follow the same high expectations of behaviour and are consistent in applying school rules Ensuring sport coaches are using vocabulary that will extend pupils’ practical understanding across a range of subjects</p> <p>Children will be provided with a wider range of sports which will increase the children’s participation in sport</p> <p>Arrange games and tournaments with local schools to raise the profile of sport and increase participation</p>	<p>Transportation costs to other schools to participate in games/tournaments</p> <p>Total: £500</p>	<p>The delivery of high quality sport coaching has supported the development of:</p> <ul style="list-style-type: none"> <li>-Team work</li> <li>-Sportmanship</li> <li>-Collaborative learning</li> <li>-Roles and responsibilities</li> <li>-Links between OT/SEN – coaches supporting OT programmes and sharing outcomes with staff and parents</li> </ul> <p>Competitions and games to be organised with other local schools after school</p>	<p>Next steps:</p> <p>To introduce an early morning/preschool sports activity or daily challenge e.g. run a mile a day</p> <p>Sporting events regularly advertised around the school and to parents through the school website and newsletters</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				26%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Staff have opportunities to work alongside Sports coaches and observe good practice.</p> <p>They receive valuable feedback from coaches about children’s abilities and areas for improvement.</p> <p>Sports coaches support the development of lunchtime structured play and work alongside staff to achieve this.</p>	<ul style="list-style-type: none"> <li>• Make staff (teaching and support) available to observe lessons and work alongside coaches</li> <li>• Ensure that the school is adequately resourced to provide equipment for break activities</li> <li>• To access training where required to upskill staff</li> </ul>	<p>£3029</p> <p>£250</p> <p>£1000</p> <p>Total: £4279</p>	<ul style="list-style-type: none"> <li>• Sports coaches have been able to advise staff</li> <li>• regarding additional exercises for pupils with OT requirements</li> <li>• Staff are able to incorporate teaching ideas into their own practical learning experiences</li> <li>• Pupils will receive a better quality PE provision, with skilled, confident staff</li> </ul>	<p>This is a sustainable model given the funding that is available to the school.</p> <p>Teachers continue to improve their confidence and knowledge within PE.</p> <p>Lessons continue to be of a good / outstanding quality and all children are learning new skills.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Additional achievements:</p> <p>Through an extensive range of extra-curricular sporting activities children are able to develop a range of skills. In addition to football they are experiencing gymnastics, multi sports and archery – some sports they would not otherwise have exposure to.</p>	<ul style="list-style-type: none"> <li>• Use of pupil voice to ensure sports on offer are appealing to the children</li> <li>• Target pupils who would otherwise not take part (GRT pupils who have taxi transport)</li> <li>• Find additional roles for pupils who lack confidence in a sport e.g referee in football</li> </ul>	<p>£0</p>	<ul style="list-style-type: none"> <li>• Pupil voice</li> <li>• 57% of pupils participate in the sports clubs available</li> <li>• There are incidents of improved confidence in pupils who achieve less well academically</li> <li>• Pupils are enthusiastic and enjoy participation</li> <li>• There is no gender imbalance in uptake /participation</li> </ul>	<p>Through pupil voice we can not only seek pupil views and respond to this appropriately, but sustain specific activities</p> <p>This gives children the opportunity to try some sports they may not otherwise get the chance to play</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Children have an opportunity to play competitive sport within their PE lessons and as part of after school club activities. They participate in dance competitions and annual sports days.	<p>These opportunities arise through curriculum planning and links with local schools</p> <p>Arrange games and tournaments with local schools to raise the profile of sport and increase participation</p>	<p>£500 for Sports coaching and transport to outside events</p> <p>Total: £500</p>	<p>Children benefit from opportunities to play competitively although these opportunities are limited due to the small numbers of pupils on roll. They are learning valuable lessons about sportsmanship, how to accept defeat and the importance of working as a team</p> <p>Competitions and games to be organised with other local schools after school as a result more pupils will participate in competitive sports, including those with SEN</p>	<p>As the school increases numbers on roll:</p> <ul style="list-style-type: none"> <li>- to make further links with other local schools to participate in joint sporting events and festivals</li> <li>- to become part of the local sport federation to access central activities</li> </ul>