

Sport Premium Grant – All Saints CE Junior School

Background

The Government provided funding for the academic years 2016-17 to improve the provision of PE and sport in schools. Each school has the freedom to choose how they do this.

Allocation

Funding for schools is calculated by the number of primary aged pupils (between the ages of 5 and 11) as at the annual census each January.

Based on a full year all schools with 17 or more primary aged pupils will receive a lump sum of £8,000 plus a premium of £5 per pupil. Smaller schools will receive £500 per pupil.

Accountability

Schools will be held to account for how they spend the sport funding. Ofsted has strengthened its coverage of sport and PE within the Inspectors' Handbook and supporting guidance, so that schools and inspectors know how sport and PE will be assessed in future as part of the school's overall provision offered. Schools must publish, on their website, information about their use of the PE and Sport Grant. Schools should publish the amount of grant received; how it has been spent (or will be spent) and what impact the school has seen on pupils' PE and sport participation and attainment as a result, to help to ensure that all pupils develop healthy lifestyles.

Overview 2016 / 17

Total number of pupils on roll	199
Total amount of funding received	£8995.00

How we spent the funding in the Academic year 2016/17

The school received a grant of £8995 for primary school sports in the academic year 2016-2017. A balance of £1680 was also carried forward from 2015-2016. This money was used in a number of different ways to support the provision of improved quality of sports and PE for all pupils:

Curriculum Focus	Cost (£)
Swimming (above the level of usual curriculum provision)	£4826
Provision of CPD for all teaching staff through the use of PE specialist	£1995
Developing extra-curricular provision and increasing participation in competitions	£1675
Resources & Equipment	£391
Management	£371
Movement Group	£712
Total	£9970

Curriculum focus of SPG spending 2016-2017

During the academic year 2016-2017 our SPG has been spent to support the following aims:

- To increase swimming provision for year 3 pupils, decrease the number of non-swimmers and improve the level of swimming across the year group.
This has been implemented due to the high number of Year 6 pupils who have previously ended Key Stage 2 unable to swim 25 metres, despite annual sessions as part of the usual curriculum.
- To improve the delivery of PE and Sports in School
- To develop extra-curricular provision and increase the participation in competitions for all abilities
- To achieve Sports Mark for the school

Measuring the impact of SPG spending

The school will evaluate the impact on pupils using the following impact measures:

- Assessing number of non-swimmers in Year 3 in September and number at the end of the year;
Number of Year 3 Pupils who can swim 10/25 metres by the end of the year.
- Improvement in class teacher confidence in leading PE lessons – feedback gathered from staff via Sports Coordinator
- Increase in number of children participating in extra curricular sports and physical activities including competitions, festivals and tournaments

Evaluation will also focus on how pupils' self-confidence and well-being has developed as a consequence of the enhanced provision.

The Impact of primary school sports funding 2016-2017

Increasing swimming provision for year 3 pupils, decreasing the number of non-swimmers and improving the level of swimming across the year group:

Due to a significant number of non-swimmers throughout the school funding has been used to greatly increase the swimming provision for children and in particular for year 3 during the academic year 2016-2017. In addition to basic curriculum entitlement, funding has provided weekly swimming lessons for this year group.

The percentage of children who could swim confidently (on their front and back) at the start of the year was 20% (10 children). By the end of the year 72% of children (*all apart from 14 children*) could swim 25 meters without support.

Only 14 children could not swim 25metres, although these 14 hugely developed in confidence. Of these children, 4 could swim 10 meters un-aided and 6 of them could swim 25metres with the aid of a woggle. Of these 14 children, 9 were able to compete 25 metres on their front, but not on their back.

(Based on 50 children for year 3: 1 child = 2%)

Provision of CPD for all teaching staff through the use of PE specialist:

Funding from the Government has been used to pay for a specialist teacher to come into the school on a weekly basis to work alongside the teachers to ensure that the children experience high quality PE sessions. This has been continued during the academic year 2016-2017, delivering high quality PE to all year groups, following a timetable to ensure that each year group has their allotted time and to include a broad coverage of the PE curriculum. PE lessons have ranged from games to dance to multi-sports and hockey. Not only has this given children access to high quality PE lessons, but it has also enabled the teachers to have the opportunity for regular, targeted professional development through observation and team-teaching opportunities alongside the coach. Alongside this, there has been the provision of high quality Gymnastics resources, created by the specialist teacher, to ensure that lessons are taught by teachers to ensure the high quality already provided will continue.

"It has been great to have Dan helping me teach some of the different elements of the PE Curriculum. He has some good ideas for small games in the likes of hockey and has been extremely helpful in aiding in ideas and tips on how to organise a games lesson." **Teacher: Year 5**

"Dan models excellent behaviour management in PE lessons along with how to set up quickly so the lesson moves smoothly." **Teacher: Year 3**

"I have loved having Dan help to teach, especially with gymnastics and how best to use our hall and the resources that we have. His planning is always detailed and he takes the time to go through it with me, allowing me time to ask questions to further my teaching skills in this subject. He shows how to differentiate lessons easily and how to enable all children to make progression across all lessons."

Teacher: Year 6

“Dan brings enthusiasm to all lessons and the children always enjoy having him teach. He engages with the children, giving out jobs and responsibilities to a range of children over the 6 weeks. It is great to see how to use simple ideas and to elaborate on them to engage all children of all abilities. I like the way he is able to use our resources to teach lessons and he happily gives advice on how to move the children on.” **Teacher: Year 4**

“I really like having Mr. Partridge teaching. He gives out challenge cards to someone who has done well. I like the different activities he does in lessons. He is always smiling.” **Child: Year 4**

“I love Mr. Partridge’s lessons. I enjoy PE and gymnastics and like using the wall bars. I like his warm up’s” **Child: Year 3**

“Mr. Partridge is a good teacher and I like the different games he plays. He explains things really well and there are lots of activities that all children can do. He makes us work with different friends in lessons.” **Child: Year 5**

Developing extra-curricular provision and increasing participation in competitions:

As well as regular PE lessons and out of school activities being held throughout the year, there is also a Sports Week held every year, which include a variety of activities. We have bought into the Kids Marathon initiative for the second year where the children strive to run a complete marathon in an academic year by running laps around the school playing field. Steps are being made to use the Young Leaders to run sessions at lunchtime during the Spring Term (when the weather improves!). As part of this Kids Marathon initiative, there have also been opportunities to take part in their ‘Festival of Sport’ where children are selected to run for the school to add to their total distance ran.

Despite not being a part of a Schools Partnership Cluster, every year, the children are able to take part in a variety of festivals and competitions. These include the regional Cross Country Trials, Netball Tournament in the local area and the area Athletics competition. Alongside these competitions, the school has also taken part in the School Games. Sports here include, athletics, rowing, tennis and tri-golf. We have taken care to participate in competition and festivals that celebrate the sporting achievements of all students. Therefore, we have opted into at least 2 of the inclusion events, to promote sporting activity all abilities. This has meant that we have had a large cross section of children participating in at least one inter-school competition. Over the 2016-2017, we had approximately 200 participants taking part in all different competitions and festivals, which accounted for approximately 50% of all children (some children attended more than 1 competition). This is something we are eager to continue. The Sports Coordinator set up a calendar of events to help increase this participation and to ensure that all year groups and abilities were catered for.

Resources and Equipment:

Resources have been purchased throughout the year. These have included storage facilities to help maintain the equipment and 10 sets of stacking cups for a lunch-time club which has been (and continues to be) very successful. Studies have shown the benefits on children when playing with these cups as it ‘forces’ the child to cross the midline with their hands as well as their eyes, which engages the right and left hemisphere of the brain needed for higher learning concepts.

Co-ordination, Organisation and Motor Skills Group:

Co-ordination, Organisation and Motor Skills Group is run every morning, by a trained TA, for selected children. Children are selected through a questionnaire, which is filled in by the class teacher to assess their needs. This includes assessing against the child's Gross Motor and Fine Motor Skills, along with looking at their social skills, their spatial awareness and their organizational skills. Activities follow detailed plans and comprehensive assessments are carried out regularly.