

SPORTS PREMIUM EVALUATION 2016-2017

Vision:

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.

Objective:

To achieve self-sustaining improvement in the quality of PE and sport in primary schools.

Expected indicators of such improvement are to include:

- The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
- The profile of PE and sport being raised across the school as a tool for whole school improvement
- Increased confidence, knowledge and skills of all staff in teaching PE and sport
- Broader experience of a range of sports and activities offered to all pupils
- Increased participation in competitive sport

Evaluation

This school year we have bought into sports partnerships with Multi Sports Pro and Hurricane Sports, who have continued to provide good quality coaching and professional development for staff. Throughout the year, children across the school have had a variety of access to specialist sports coaching which has had a positive impact and continued to improve pupils' perception of and enjoyment for P.E.

The outcomes have been positive: every child in school has been taught by a specialist coach each term, with a wide range of sports being covered; staff's confidence in the delivery of P.E has been enhanced, and children have been involved in a wider range of competitive sport.

Coaches make P.E fun. They have high expectations and push us to our limits, challenging us to be better.

Libby



We take part in a range of sports throughout school. P.E is interesting; I'm always learning new skills.

Nana

A greater emphasis has been placed on intra sports competition. At the end of every half term, an intra sports competition is held between each year group in school, with year groups competing for a trophy. This is also incorporated into the units of work led by outside providers and has really encouraged and motivated healthy competition. The competitions have also highlighted the quality of sportsmanship values which are modelled by all. A display has been developed to promote sporting success both within and outside the school environment.

Sporting values are really important. We've learnt how to show them and develop as sportsmen.

Oliver



We can really express ourselves in P.E and shine if we are not academic. Everyone is included.

Oli



We are encouraged and helped to improve our performance. We play in the positions that we practise in.

Alfie



Opportunities for pupils to take part in inter-school competitions have developed further, with more links being made for the next academic year and more after-school clubs have been provided. Clubs have included: Boccia, Dodgeball, Hockey, Cricket and Athletics.



Pupils have also been heavily involved within competing at a local level, entering local tournaments and qualifiers for the Sainsbury's School Games. Our Y3/4 and Y5/6 pupils were progressed to the Winter Sainsbury's School Games and won the Sporting Values Plaque.



I love representing our school, we are pushed to reach our true potential so that we can achieve the best that we can.

Libby

Coaches are deployed effectively and sustainably during curriculum time, ensuring that teachers' needs are met by appropriate coach expertise and technical knowledge. As a result, teachers increase their subject knowledge, competence and confidence, initially by practising alongside the coach before progressing to independent delivery.

The school's strategic use of coaches ensures children are inspired to participate in new or enhanced activity that is inclusive, differentiated and age/stage-appropriate; they develop their fundamental movement and activity skills and are now consulted on which new activities should be offered. Numbers of non-participants have been reduced.

I love meeting other schools and making friends through the competitions.

Charlotte

We have a lot of opportunities to take part in sport and compete whilst having fun. The emphasis is all about taking part.

As a school we recognise and embrace the wider impact the coach is having across the school as a role model in supporting the values of the school, acting as a role model to children, positively impacting on pupil confidence, attendance, behaviour and attainment. They also facilitate links to local sports clubs/providers, enhancing children's out of school opportunities.

We have also employed specialist dances coaches to develop pupil's skills within different forms of dance and taken part with a local dance festival. Staff with EYFS has taken part in balance-ability training with resources being purchased to deliver within school.



We pride ourselves on children taking responsibilities for things they enjoy and being used as experts within the curriculum. Pupil voice is high on our agenda therefore we have a group of Young leaders and will be establishing a Sports Council next year. As a result of this, a range of new resources have been purchased to encourage active playtimes including basketball nets and table tennis tables in KS2 and a ball shoot in KS1. We have also participated in initiatives such as Bike-ability and whole school online sessions led by The Body Coach.

Our Young Leaders are a fully trained group of Year 5 children who help to create more active playtimes. They have a rota for break times and lunchtimes and provide different physical activities for these sessions for example, hockey, dodge ball and multi skill games.

In order to support Mental Health and Well Being, two members of staff within school have been trained up to deliver the ELSA programme, which covers a range of aspects such as Social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focused and friendship.

Next Steps:

- To develop curriculum planning and ensure that it is fit for purpose.
- To monitor practice regularly to ensure pupils' progress is significant, and outcomes for physical literacy, health and well-being show considerable improvement.

- To ensure that the most-able are offered additional support that facilitates their long term-success and enjoyment of sport and physical activity.
- Look into developing links to create a Gifted and Talented PE programme for pupils who are truly talented on the sports field! Within this, areas that they might looking into are health, nutrition, game plans, tactics and team work.
- Implement a Sports Council. The Sports Council will be a group of children from Year 3, 4, 5 and 6 who will work to promote pupil voice on the sports front. They will help to organise clubs, undertake research, train up young leaders, promote sports events through media, recruit young leaders, develop intra-school competition amongst many other things. Within the Sports Council there will be different roles and responsibilities.
- Distribution of half-termly newsletters detailing current sports and PE initiatives, competition results and intra-school sports profiles. This will be run by pupils from our Sports Council.
- Trial running 'A Mile a Day' to engage pupils and make them more alert and ready for learning. This could happen every morning as pupils come into school or at the end of lunchtimes.