



Introduction

The government announced funding to support the delivery of PE and school sport. Through the previous success of the School Sports Partnership programme and a commitment to ensure continued high standards of delivery in PE and school sport, there is a desire to continue to provide a coordinated level of support to enhance the delivery of PE and school sport.

The government funding is ring fenced only to be spent on PE and School Sport. The outcome is to improve teaching and learning in PE and School Sport. Ofsted have strengthened its coverage of sport within the inspectors' handbook and supporting guidance, so that schools and inspectors are clear about how PE and school sport will be assessed in the future as part of the overall provision offered by the school. The revised handbook will ask inspectors to consider: **“How well the school uses its Sports Premium Funding to improve the quality and breadth of its PE and sporting provision, including increasing participation in PE and school sport, so that all pupils develop healthy lifestyles and reach the performance levels they are capable of.”**

Specifically the Ofsted guidance for inspector states:

Inspectors should consider the impact of the new primary school sport funding on pupils' lifestyles and physical wellbeing by taking account of the following factors:

- The increase in participation rates in such activities as games, dance, gymnastics, swimming and athletics.
- The increase and success in competitive school sports.
- How much more inclusive the physical education curriculum has become.
- The growth in the range of provisional and alternative sporting activities.
- The improvement in partnership work on physical education with other schools and other local partners.
- Links with other subjects that contribute to pupils' overall achievement and their greater social, spiritual, moral and cultural skills.
- The greater awareness amongst pupils about the dangers of obesity, smoking and other activities that undermine pupils' health.

How much do we get?

Each school receives £8000 plus £5 per pupil in years 1 to 6.

For our school this equates to approximately £10,650 over a full year of funding.

How is it spent? Including approximate costings. (Several items are grouped together under the following codes.)

A = Supply cover for staff/CPD costs. (£4300)

B = Funding to enable more after school clubs/active opportunities to take place (£3200)

C = SGO/Competitions funding. Including transport to get to some venues. (£1500)

D = Equipment costs to help initiatives to take place. (£1100)

E = Sports Association subscriptions. (£250)

F = Office admin costs. (£300)

The aim of the funding is to improve the quality and a breadth of our PE and school sport provision and to meet the criteria we have identified a number of key priorities which include:

- Investing in continued professional development for our staff. **(A)**
- PE subject leaders visiting other classes to teach, observe and moderate PE across the school. **(A)**
- Rationalise and review assessment procedures across the school. **(A)**
- Establishing 'active break' and 'active lunch' opportunities across the school. **(B & D)**
- Ensuring at least two hours of PE takes place for each child in the school. **(A)**
- Increasing the competitive opportunities available to all of our children. **(C & E)**
- A whole school/family engagement physical challenge. (Pedometer 'Walk the Wonders of the World' event.) **(C)**
- Increasing the already very high number of after school sports clubs available to our children. **(B)**
- Time for PE subject leaders to meet and audit needs/results of input. **(A)**
- Working in partnership with other organisations/agencies to increase the number of opportunities available to the children and staff and share expertise and resources/strategies. **(C & E)**
- Auditing data to show provision and highlight gaps/needs. **(A)**
- Processing of after school clubs and competitions paperwork by office team. **(F)**

How will we know it's working?

We will carry out regular reviews on progress and audit/ assess our needs. Individual pupils/year groups/target groups of children who may be targeted for intervention will be assessed at the start of the programme and reviewed as the year progresses. Teaching staff have all been audited, prior to the start of this academic year, in relation to their training needs. At the end of the year a review of those needs and how they have been addressed will be undertaken. At the same time, an audit for future needs will be carried out.

Initiative	Expected Outcome	Impact
Continual professional development of teachers and teaching assistants.	Staff skill set increased. Where possible, qualifications obtained.	Increased confidence of staff. Pupils having greater experience of physical education. <ul style="list-style-type: none">• PE subject leaders attended: mini adventures, active lifestyles, PE vision 2020, action planning, innovative PE, cross-curricular teaching & learning training courses. Maths subject leaders attended active numeracy training course. English subject leaders attended active literacy training course. (The PE coordinator training was delivered by the SGO.) This upskilled the

		<p>coordinators ready to plan for the future in PE and extra-curricular activities. (3 staff involved in this process.)</p> <ul style="list-style-type: none"> The PE team led whole school: warm up, cool down, gymnastics, assessment, extra-curricular recording/reporting, evidencing, and inclusive sport staff meetings/twilight sessions. The maths and English subject leaders then ran staff meeting to share their findings and allow teaching staff to embed new ideas in their teaching. (A total of 5 staff involved in this process.) A teacher attended and PGA golf NGB training course and passed a level 1 qualification. This teacher now runs an after school club for golf. A teacher attended a NGB training course with All England Netball and passed. This teacher now runs two after school high 5s clubs. The team reached their first final as a result of this. PE coordinators liaised with teaching staff to give guidance during the year in relation to lesson ideas and successful management of the assessment process. (A year 4 teacher taught a unit of OAA for the first time after consultation with the PE subject leader.)
Rationalisation of assessment procedures in PE.	All staff know clearly who the G&T children are and also which children to target for increased physical activity/input in lessons.	<p>The children's progress will be easier to track. Teachers will be more confident to signpost higher achievers to enhancement activities.</p> <ul style="list-style-type: none"> The KS1 and KS2 PE subject leaders partitioned the assessment grids into separate Key Stages so they had less to focus on. This resulted in more accurate moderation of end of unit assessment grids. Particular children needing input were identified. Children were targeted for G&T activities more accurately. (18 children from the school – out of 30 in East Staffs – were selected for the G&T programme run by the SGO from the ESSP. (48 schools invited to send children.)) Teaching staff knew which children had performed well, or not, from previous class teachers, thereby making current planning more accurate/informed. Children who were either not very active, or did not reach end of unit goals, were targeted for C4L activities after school. The KS1 PE subject leader developed a new unit of games planning for the Year 1 children. This has been trialled and will be slightly modified for next year. The KS2 PE subject leader developed a new unit of games planning for the Reception children. This was delivered in a team teaching style and will be taught by the Reception teachers next year.
Establishing 'Active lunch' and 'active play times.'	More structured and active playtimes. More structured and active playtimes.	<p>Children will be more active by taking part in structured/organised physical activities at break and lunch times.</p> <ul style="list-style-type: none"> Play Leaders from Year 6 were trained over the course of 6 weeks to deliver physical activity sessions to other children in the school at break and lunch times. The children were then divided up into small working groups and timetables to be on each playground during break and dinner times. During these play and dinner times, the Play Leaders ran physical activity games for different groups of children. Lunchtime staff received some training on how to help the Play Leaders to deliver these activities without being directly responsible for this delivery. (Therefore increasing the importance of the Play Leader role.) Teaching staff were also instructed on how to be more involved with these sessions during break times. (PE Staff meeting.) Year 2 children were taught some 'Little' leader' skills to help them to help even younger children in the school at break and lunch times. All children in the school have to deliver warm ups to their class in PE lessons. This leadership role is a requirement of the School Games Award. (For which we received our fourth Gold Award in a row last year – and are expecting at least gold again this year.) Virtual challenges from the ESSP from the SGO are used at break and lunchtimes to introduce an element of competition which engages the children even more. These results are sent to the SGHO who uses them to compare against other schools in the district. (The school receives points for this which shows how physically active the school is.) New equipment storage areas were introduced for the Play Leaders so equipment could be available solely for their use. The School's child led Sports Steering Crew (Cool Kids) planned and investigated new equipment bags, and the equipment for them, for the Play leaders to use to deliver physical activity.
Ensure two hours of high quality PE teaching for each	Children will have at least two hours of high quality PE in curriculum and will	Children will attain at a higher level in PE lessons. Children will have experienced a range of different PE activities during the year.

child each week.	included a variety of gym, dance and games as a minimum.	<ul style="list-style-type: none"> PE subject leaders continually monitor PE teaching percentages. Where classes miss PE lessons due to visitors or trips, the time lost is recovered by adding extra PE lessons in subsequent weeks/terms. PE coordinators collected and monitored end of unit assessment grids to ensure a wide range of PE areas was being covered. PE subject leaders monitored PE lessons across both Key Stages by using learning walk time. The PE link governor meets regularly with the PE team to 'health check' PE. Challenging questions are asked in relation to time allocation, assessment and after school provision. The link governor was also included in a learning walk.
Whole school physical activity challenge.	Children and school adults will be more active over a period of time.	<p>Children and school staff will each be given a pedometer to wear each day for a month. (June 2017)</p> <ul style="list-style-type: none"> The PE team from WS has instigated an East Staffs physical activity challenge. (Walk the Wonders of the World.) It is hoped dozens of schools in East Staffs will join in. The school will receive approximately 750 pedometers, which parents will be invited to pay for. (No child will be excluded if cost is an issue.) Each child from N to Y6 will be given a pedometer to wear during the school day. Children in older year groups will take this home and wear it during the entire time the children is awake. Steps will be recorded every day in June. Data will be collected after morning registration. School staff will be included in this initiative to show the children we're concerned about our physical activity levels too. Spread sheets will be created to record data. These spread sheets will help each class to see how they are performing in relation to others. Parents will become aware of how many steps their child does. Typical values will be shared with parents so they have an idea if they child is being active enough. Children will be excited by the pedometers and will compare their data with others. Children will be motivated to walk more, or become more physically active to increase their step amounts.
Initiatives from previous years which will continue as a result of previous Sports Premium funding.		
Maintain competitive sport opportunities for children in both Key Stages.	More children participating in competitive opportunities. Increased range of competitions on offer.	<p>Increased understanding of winning and losing. Knowledge of the role of fair play and sportsmanship. Increase in self-esteem.</p> <ul style="list-style-type: none"> Each year the school plans its upcoming competitions programme in advance. We committed to sending 90 teams to various competitions throughout the year. This does increase every year as some entries lead to later rounds or higher level competitions in events. (119 teams last year.) (Football, high 5s netball, hockey, boccia, inclusive sports, golf, swimming, archery, canoeing, tennis, table tennis, cricket, rounders, athletics, cross country running, rugby, sports hall athletics and gymnastics.) We send a number of children to Gifted and Talented Camps at Robert Sutton High School, throughout the year, as a result of investment into the blessed Robert Sutton Sports Partnership. (SGO) The school competed at district, county or regional level in, table tennis, football, swimming, netball, cricket, hockey, boccia, cross country running, rugby, swimming, tennis, rugby, golf, canoeing, archery, gymnastics and athletics.
Increase of after school sports clubs.	More opportunities are made available for children to attend after school clubs. New opportunities to target non team playing members.	<p>Understanding of requirement to establish lifelong participation in physical activity and school sport.</p> <ul style="list-style-type: none"> New clubs at the school are always being sought. This year, out are new clubs are run by the School's Play Leaders under adult supervision. We have an extensive range which includes: Games (KS1), Inclusive sports (KS2/SEN), Fencing (KS1 & 2), Konga (KS1 & 2), Golf (KS2), Athletics (KS1), Archery (KS2), Change for life (KS1 & 2), Tennis (KS1 and 2), Football (KS1 and 2), Kwik Cricket (Y4 to 6), Hockey (Ks1, Y3/4 and Y5/6), Dodgeball (KS1 and 2), C4L (KS1 and 2), Girls' Football, (KS2), Multi Sports (KS1), Athletics (KS1) and Table Tennis (KS1 and 2). Strong links with local clubs have been forged. (Bowls, table tennis, football, rowing, rugby, archery, hockey, swimming, golf.) Child led steering group chose providers to create new clubs for KS1 children. We increased the number of partners we work with to increase the number of after school clubs we offer. (Premier Education, District Sports, East Staffs BC, Burton Albion Community Trust, Soccerstarsuk, Konga4kids.)

Increase the amount of school club links with local sports clubs.	The school will have links with more sports clubs in the area.	Children at the school will have more pathways to a healthier lifestyle across a wider range of sports. Parents of the children will know how to find these clubs. <ul style="list-style-type: none"> We continue to seek out and make meaningful links with local sports clubs to give our children pathways to physical activity for the rest of their lives. (Archery, football (3), hockey (2), table tennis, tennis, rugby, rowing, bowls (2), Kwik Cricket (2) and Golf.
Increase awareness of disability/ inclusive sport.	Children, parents and staff will know more about these sports and how to get involved in them.	Staff and children will be more knowledgeable about the new sports. Children will join the Inclusive Sports after school club. <ul style="list-style-type: none"> We continue to offer boccia, new age curling, sitting volleyball and goalball at our Inclusive Sports after school club. We entered the boccia tournament and the Inclusive sports festivals.
Data Analysis.	A clear view of which children are attending which clubs after school.	Increased ability to target reluctant children to attend after school clubs. More children attending after school clubs. (Predictions based on current data as of March 2017. (Last year's data in brackets.) At the end of the year this will be update to show actual figures. <ul style="list-style-type: none"> 92% (91%) of children take part in sport after school. (+1%) 73% (71%) of children take part in more than one sport after school. (+2%) 82% (81%) of FSM/PP children take part in sport after school. (+1%) 56% (55%) of FSM/PP children take part in more than one sport after school. (+1%) 42% (40%) of children played for a school team this year. (+2%) 40% (38%) of FSM/PP children played for a school team this year. (+2%) 120 (110) school teams entered into competitions offered by the Dove Valley Sports Association (DVSA) and School Games Organiser. (SGO) (+10) <p>These increases are due to more after school clubs being offered at KS1, greater advertisement of KS2 clubs, and an increase in the number of school teams we have entered into the DVSA & School Games competitions. Maintaining this level of after school clubs is mainly due to the dedicated team of adults involved. (After school coaches, teachers, office staff, teacher assistants and parents.)</p>
PE team to meet regularly to strategically plan for the future and review current circumstances.	Gaps in staff skills are identified and addressed. New initiatives implemented. PE team more aware of the whole school picture for PE.	Increased awareness of the school picture for PE. More confident PE coordinators. <ul style="list-style-type: none"> The PE subject leaders continue to meet half termly in school and once per year off site to plan for the upcoming year. The string team ethic enables us to make good planning decisions which have benefited all children at the school.
Child led steering group.	Group will make decisions, set meeting dates and agendas, take minutes and help to create budget spending targets.	Children will gain in confidence, encourage peers to join in and take greater ownership of PE and school sport. Children will see sport and PE from an organisational view point instead of just a participation viewpoint. <ul style="list-style-type: none"> Children plan whole school events, sporting competitions and resource needs. They engage all children in the school by running sporting competitions for which they give out prizes. (Flag design, kit design, new school plan designs.) Children attend events to report on our successes via the school games website blog. (Roving reporters.) Children plan and wrote an opening ceremony for the School Sports week. Fortnightly minuted meetings help the children to make decisions. They are in charge!
Visits to local sports clubs/venues.	Children and staff will experience new and unusual sports carried out by professional athletes or at professional venues resulting in a school club link with a clear pathway to joining the club.	Children, and possibly staff, will be inspired to take up a new or unusual sport which will lead to a healthier lifestyle and also understand the pathways to the sport. <ul style="list-style-type: none"> We try to arrange visits for the children to sporting venues to either try out a sport, or watch it being played by professionals. <u>(No Sports Premium is used for this, parents kindly make voluntary contributions to help with the funding. Without this, we would not be able to go.)</u> We have previously visited the Manchester Velodrome, Burton Albion, Trent Rowing Club, and Burton Bridge Archers. This year we are going to Wembley to watch the Women's FA cup final.

Partnerships with other agencies.	The school will take advice and development opportunities from the School Games Organiser. Other relevant local support opportunities, (including Sports Development and BACT), will be nurtured.	The school will have the most up to date and relevant training opportunities highlighted by the partnerships. New initiatives will be shared via the School Games Organiser in order that the PE team is as forward thinking as it can be. <ul style="list-style-type: none"> • Staff attend many CPD sessions throughout the year to receive up to date and relevant information about the new curriculum and other issues. (School Games Organiser.) • Regular meetings and communications with Burton Albion Community Trust allow the school to access highly trained coaches with NGB/AfPE qualifications and also more competitions. • We continue to seek new partners to work with.
Partnerships with other schools.	The PE team will attend meetings organised by The Burton Schools' Cooperative Learning Trust. The school will attend meetings of the Dove Valley Sports Association. Continued involvement with the SGO.	Expertise will be shared across the partnership by teachers with particular specialisms across PE and sport. Efficient networking will enable all schools in the Trust to benefit. <ul style="list-style-type: none"> • Our school is a member of the Dove Valley Sports Association (DVSA) which provides sporting opportunities throughout the year across a range of sports. (Football, netball, hockey, rugby, athletics, rounders, cricket.) • Our school meets with other PE staff from The Burton Schools' Cooperative Learning Trust. We discuss opportunities for staff exchanges and also other CPD opportunities. • We take up the services of the School Games Organiser (SGO) and take part in the competitions calendar provided by her.

The report contains details of new initiatives this year, as a direct result of the Sports Premium funding, which would otherwise not be able to take place. The school continues to maintain its previous work in all other areas. Our ethos is to promote a healthy, active lifestyle for all children at the school and also to ensure this ethos stays with the children throughout their lives. We were rewarded for our efforts last year with a School Games Award at gold level. We believe that it is important to provide opportunities for our very able sportsmen and women to excel in their chosen field, but that it is equally important for all children to be signposted to activities that will lead them to a healthier lifestyle and a lifelong love of physical activity.