**Use of the Sports Premium Funding report 2017-2018.**

This year, schools have received PE and Sport funding. This funding must be used to fund sustainable improvements to the provision of PE and sport. All pupils must be supported to lead healthy active lifestyles and have their wellbeing supported throughout primary school. This will encourage them to develop healthy, active lifestyles in the future. In the 2016-2017 academic years we will receive £16000 plus £10 per eligible pupil.

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| **Actions to be taken** | **Criteria/Impact** | **Evidence** |
| **Values and recognises the impact of high quality PE and school sport (high sporting profile).** |
| **Maintain the Sainsbury’s gold award achieved last year (2017-2018)** | See school games criteria document.Positive sporting ethos maintained across the school.Profile of PE continues to be of a high standard across the school.A high percentage of children attending sporting clubs in all key stages.A high percentage of children experience sporting competitions in KS2. |  |
| **Develop and train sports leaders within the school** | Take on new sports leaders from year 5 to be trained by the head leaders in year 6. Pupils attend leadership training.Children to manage and run competitions collecting data of children taking part.Children to lead lunchtime activities.Children to help run intra school competitions.Activity at lunchtime is encouraged and maintained by the sports leaders.**All the above will improve leadership skills and confidence in upper KS2 children and maintain a positive relationship between older and younger pupils. They will act as sporting role models in younger children to encourage participation and active lifestyles.** |  |
| **Give more of a voice to the ‘sports council’** | Pupils have an even bigger say in sporting provision across the school competitions run, ideas for lesson improvement and so on). |  |
| **Training for school staff – increasing confidence, knowledge and skills.** |
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| **Pay King Alfreds to access partnership competitions, free training for staff and support/training for our PE coordinator** | School will automatically be entered for level 1 and 2 competitions.CPD opportunities for staff to improve their knowledge and confidence delivering sequences of PE lessons in all areas. |  |
| **PE inset for teachers – developing skills, confidence and knowledge and showing examples of high quality PE teaching.** | Staff to observe, and team teach in, high quality PE lessons alongside PE specialists (KAs) and then implement these strategies independently.Lessons will keeping children active for longer and promote good progress.Teachers feel confident delivering all aspects of the PE curriculum. |  |
| **PE inset for teachers – adopt a new format for the teaching of PE lessons to ensure every lesson shows progression.** | Staff to teach high quality PE lessons.Visible progress seen across PE lessons.Children aware of the learning outcome and steps to achieve success (WALT and paddle, swim, deep sea dive structure). |  |
| **Purchase curriculum resources to aid the teaching of PE and progression of skills.** | Purchased any identified resources to help run and maintain lessons across the school in gymnastics, dance and games lessons.Improved staff knowledge, confidence and subsequent lesson quality. |  |
| **Schools should encourage all children to adopt healthy active lifestyles by engaging pupils in regular sporting activities.** |
| **Develop equipment on offer at lunchtimes**  | Purchase new lunchtime games and use Sainsbury’s vouchers to add equipment to the playground.Purchase new bikes for the foundation playground - enabling the children to be more active.Sports leaders are given the responsibility of accessing and maintaining it lunchtime equipment. They use equipment to lead mini games and activities.Children are more active at lunchtime. |  |
| **Begin the ‘Daily Mile’** | Every day children to take part in 15mins of walking, running or jogging with the aim of building up too or running more than a mile.Regular occurrence improves children’s stamina for running/exercise and has health benefits.Social aspects – running / walking with your friends.Sense of achievement when setting individual goals.Runs off energy and allows children to settle better at activities. |  |
| **Run sessions to support children to reach their physical ability** | Change for life sessions in years 3,4,5 and 6.Improved confidence across all lessons.Fundamental movement groups to be run to support children in KS1 and KS2.Identify children to invite to sports clubs and competitions. |  |
| **Increase in competitive inter and intra school sport.** |
| **Aim to increase intra and inter school sport across the school.****Maintain parental involvement and awareness of sporting participation within the school.** | Attend the ultimate Frisbee and year 5/6 tennis competitions on top of events attended last year.Run one intra school tournament each short term.Competitions take place in both key stages.Prepare in advance for school competitions to improve children’s confidence going into events.Pupils develop social skills through team participation and adopt a greater affinity to school life. **Buy a school sports kit to be worn at various sporting events.**Run at least one sporting charity event to raise money for a good cause.  |  |
| **Encourage participation from children identified as pupil premium or as having special educational needs.** | Increase participation based on last year’s percentages.Take opportunities for B and C teams to increase the percentage of pupil premium and SEN attendance.Attend the partnership ‘Boccia’ tournament.Children feel a sense of pride and affinity towards the school and themselves.Confidence and social skills will be developed through friendly participation. |  |
| **Broaden the experience and range of sports and activities offered to all pupils.** |
| **Purchase equipment to support lessons** | This equipment will be used to introduce a **new** sporting activity to the children through after school clubs (badminton, ultimate Frisbee, athletics). |  |
| **Set up different sporting experiences for children.** | Premier sports coach to lead after school sessions for children. Quidditch, Fencing, Archery, Ultimate Frisbee and Lacrosse are all possibilities to encourage children who dislike team games to take part in sporting activities.Possible link with a local club to offer more unusual activities such as laser tag.A badminton club offered by a staff member. |  |
| **Offer further opportunities for gifted and talented pupils through outside coaches.** | Coaches to work with selected year 3 and 4 pupils to improve tennis ability.Dance coach to work alongside gifted children from across the school.Performing arts coach to work alongside gifted children from across the school.**Active links with local sports** clubs to channel talented children into. |  |
| **Pupil health and wellbeing.****(Mental health support, nutritional education, British values and cultural diversity links).** |
| **Ensure someone in the school is trained in mindfulness (pawsb and .b) to ensure they can support pupils throughout the school year.** | Training for a member of staff to become fully trained in mindfulness: Oxford mindfulness centre training. Mindfulness based cognitive therapy course: 8 weeks initial training to allow entry to the teaching training.Mindfulness in schools training (paws/.b): Follow up training enabling mindfulness sessions to be taught in school. |  |
| **Increase clubs which support the well-being of younger children and allow time for reflection** | Approach a local yoga club to discuss the possibility of a club in school or CPD alongside a teacher to enable to introduction of a new curriculum activity and after school club. |  |
| **PE inset for teachers – healthy lifestyles education.** | Staff to observe high quality healthy lifestyle lessons alongside PE specialists.Premier sports healthy lifestyles ‘transition’ sessions. Years 1 – 6, 6 weeks of sessions per class (sleep, eating, drinking, fitness etc.) |  |
| **Multi-cultural sporting activities introduced to promote British values and cultural diversity.** | Try to make links with local and national companies to run assemblies and workshops with pupils which celebrate diversity and promote British values. |  |
| **Next steps/Sustainability for year 2018-2019:** |