**Use of the Sports Premium Funding report 2014-2015.**

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. This will benefit of primary aged children and encourage them to develop healthy, active lifestyles. In the 2014-2015 academic years we will receive £8000 plus £5 per eligible pupil.

|  |  |  |
| --- | --- | --- |
| **Actions to be taken** | **Criteria/Impact** | **Evidence** |
| **Values and recognises the impact pf high quality PE and school sport (high sporting profile).** | | |
| **Achieve the Sainsbury’s silver school games award.** | See school games criteria document.  Profile of PE raised across the school.  Positive sporting ethos created 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. | Gold Sainsbury’s award achieved. |
| **Introduce a ‘Sports committee’** | Pupils have a voice to say how they would like to see PE and Sport improve in school.  Leaders to oversee lunch time activities and support internal competitions.  An increase in activity at lunchtime due to sports led by the leaders.  Leadership skills are developed in the upper key stage 2 and children act as sporting role models in younger children to encourage participation and active lifestyles. | Sports leader rotas.  Photos of events and children being active at lunchtimes. |
| **Training for school staff – increasing confidence, knowledge and skills.** | | |
|  | | |
| **Purchase curriculum resources to aid the teaching of PE and progression of skills.** | Resources purchased to help run lessons across the school in gymnastics, dance and games lessons.  Improved staff knowledge, confidence and subsequent lesson quality. | Lessons have better progression across a unit and over year groups – particularly in gymnastics.  New school PE overview showing a balance in all areas of the sporting curriculum.  Units from resources panned into the overview. |
| **PE inset for teachers – developing skills and showing examples of high quality PE teaching.** | Staff to observe, and team teach in, high quality PE lessons alongside a PE specialist and then implement these strategies independently.  Teachers feel confident delivering all aspects of the PE curriculum.  Children receive a higher quality PE lesson from ‘upskilled’ teachers in the future. | Timetable of staff working along PE specialists and qualified local coaches.  Lessons aim to keep children active for longer. |
| **Schools should encourage all children to adopt healthy active lifestyles by engaging pupils in regular sporting 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. | Change for life club registers and feedback forms from staff and pupils.  **65% of SEN and pupil premium funded children attended a school sports club.** |
| **Purchase equipment to support active playgrounds** | Identify any equipment which may be applicable to encourage activity in children at lunchtimes.  Equipment used by leaders to encourage activity and friendly competition and lunch times on the KS1 playground. | Speed bounce and crazy catch purchased for lunch time competitions – both can be used indoors and therefore activity is not effected by the weather. |
| **Increase in competitive inter and intra school sport.** | | |
| **Increase intra and inter school sport across the school.**  **Increase parental involvement and awareness of sporting participation within the school.** | 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.  Children adopt a greater affinity to school life.  Buy a school sports kit to be worn at various sporting events.  Purchase resources for children to participate in lunchtime competitions led by sports leaders. | Sporting updates, fixtures and results in the school newsletter and on the PE board.  Results for each lunch time competition kept and certificates awarded to children.  Photos on the school display board and match reports in the school newsletter.  **100% opportunity for all children in the school to take part in a sporting competition or festival.**  **50% of key stage 2 pupils attended an inter school competition.**  Stockham came runner up in the area netball competition. |
| **Pay King Alfreds to access partnership competitions, free training for staff and support/training for our PE coordinator.** | School will be entered for level 1 and 2 competitions.  CPD opportunities for staff. | Registers of competitions attended.  7 competitions were entered over the year taking A, B and, on 2 occasions, C teams.  News circulated to parents through photos and match reports on the PE notice board and in newsletters.  CPD register of staff who worked with Rachael Lissamen across the school year. |
| **Broaden the experience and range of sports and activities offered to all pupils.** | | |
| **Develop links with local coaches and clubs.**  **Increase the number of sports clubs available to children.** | Tennis, athletics, rugby, football and cricket coaches to coach children both during PE lessons (alongside class teachers) and in after school clubs across the year.  Teachers to run additional sporting clubs.  Target children in both KS1 and KS2 for clubs across the year.  More children will adopt healthy active lifestyles and be encouraged to take part in more sporting activity a week.  A number of pupils will go on to join local community clubs. | Club registers.  Registers of children who now attend local sports clubs.  **70% of KS1 and 72% of key stage children attended a sports club over the year.** |
| **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.  A specialist coach to teach selected children for additional netball, cricket and athletics sessions.  Active links with local sports clubs to channel talented children into. | G&T PE group registers.  Registers of children attending local sporting clubs.  2 children won all their matches at the vale tennis competition with support from the local tennis coach. |
| **Purchase equipment to support lessons** | Identify any equipment which may be applicable to support less able, challenge more able and introduce new sports within school.  Athletics equipment purchased and lessons lead by an athletics coach provided the appropriate teaching techniques and strategies.  Badminton equipment purchased. | Staff can now continue with session ideas gained from the gymnastics coach as they have the correct equipment to support the lessons.  Children enjoy the new athletics equipment.  The new equipment was used in KS2 sports day to introduce new athletic activities with equipment – staff felt able to use this due to being supported by the athletics coach prior to the event. |
| **Next steps/Sustainability for year 2015-2016:**  Continue to upskill staff members through CPD opportunities.  Introduce badminton as a new activity/lesson sequence through CPD with a qualified individual.  Continue to build up the sports committee giving them a larger say in sporting activities and provision in school.  Continue to encourage activity at lunchtimes.  Maintain and if possible increase links with local clubs and coaches.  Continue to raise the profile of different sporting activities in school.  Continue to encourage and promote sporting competitions and encourage healthy active lifestyles. | | |