**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 2017-18 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. | On track with the new documentation to reach gold at the end of the year. See folder for documentation.  Percentages of children attending sporting clubs has remained high across the school:  75% KS2  72% Year 1-2  79% SEN and 68% pupil premium. |
| **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.** | Year 6s and 5s run lunchtime activities for children on the KS1 playground. See sports leader rota. |
| **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. | School has bought into and has access to competitions.  Paul Chadwick from KAs supports staff in lessons and the school with sports day.  This year the school was a host site for CPD which other schools attended - led by KAs staff. |
| **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. | Paul Chadwick is working alongside staff to support them with knowledge and confidence in curriculum areas. See lesson observation forms.  Cricket lesson support has been arranged for the summer term as part of a free ‘Chance to Shine’ scheme.  Yoga lessons have been arranged in term 5 where a teacher will work alongside the coach to observe the delivery of yoga lessons. Arranged in response to a summer inset day. |
| **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). | As above with Paul Chadwick |
| **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. | With money raised through sponsorship new gymnastics equipment was purchased to support children to all access the gymnastics curriculum.  Equipment was also purchased to increased activity levels in the foundation stages play based learning: balance tables, benches and smaller equipment. |
| **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. | Sainsburys vouchers were used to replenish the outdoor supplies.  Bikes were purchased for the foundation stage to use in their outdoor area and increase activity levels. |
| **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. | Classes take part in this daily from F to year 6.  Very positive response:  Children often ask to do the daily mile.  Many children in the upper key stage have purchased fit bits to keep track of their steps and use the daily mile as a way to improve their numbers. |
| **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. | 12 weeks of movement groups are being run on a Friday with children across the school to improve movement skills and help build positive friendships.  We attended a Boccia tournament specifically for SEN children to attend and took 3 teams. Pupil premium children are invited to sporting competitions and supported with transport needs etc by staff. See registers.  Sports clubs take play daily and are available for all children to attend. |
| **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. | So far this year we have entered: cross country, football, boccia and tag rugby competition.  New school, sporting t-shirts have been purchased and children have been wearing them to all recent events.  Nearly £2000 was raised through sponsorship with the ‘sports for schools’ organisation. 60% was kept by the school and 40% went to the charity.  So far 2 intra school competitions have taken place with 3 more planned for the future. 3 more need to be arranged for the target of 8 to be met.  We hosted a rounders competition this year.  61% of KS2 children attended a competition.  73% SEN children and 63% pupil premium children. |
| **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. | Registers are being kept to monitor percentage of club and competition attendance.  All four of the attended sports events so far have had A and B teams. On the event we were able too we also took a C team (boccia). C teams are planned for future events (netball). |
| **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. | A new gymnastics club has been offered on a Friday which is highly popular amongst the children and has had full attendance to date. Due to its popularity this will run into the summer term.  Badminton club was run through terms 1 and into 2 by a qualified 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. | Gifted and talented tennis coaching sessions have been arranged for terms 4 and 5.  A talented dance workshop has taken place in term 2 and ended with a performance to parents.  Active links are currently held with: Challow netball club, Wantage leisure centre, Challow cricket club, Amanda’s school of dance, Wantage tennis club. |
| **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 with identified children. | The 8 week initial training has been accomplished.  The next round of training is now being scheduled to take place in term 5. |
| **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. | Yoga lessons have been arranged in term 5 where a teacher will work alongside the coach to observe the delivery of yoga lessons. Arranged in response to a summer inset day.  An after school yoga club in term 5 has also been planned for. |
| **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.) | Staff throughout the school are observing ‘transition’ lessons. A 6 week block of PE/PSHCE addressing what it is to have a healthy active lifestyle. Staff are involved in these lessons to observe teaching ideas, resources and lessons units. Led by premier education. |
| **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. | Zulu dance workshop day took place in term 2 for all pupils from years F to 6.  Sports for schools charity ran and assembly based around achievement with a disability and learning attitudes. |
| **Reviewed 27/2/18** | | |
| **Next steps/Sustainability for year 2018-2019:** | | |