

Sport Premium Funding 2017-2018 Academic year

Purpose of funding

The government has provided additional funding to schools to improve provision of physical education (PE) and sport in primary schools. This funding is ring-fenced and therefore can only be spent on provision of PE and sport in schools.

Amount of funding

Allocation of funding is calculated using the number of pupils in Year 1 to 6, and those age 5 in Reception, as recorded on the January 2016 Census. The total amount of grant received for the financial year 2017-2018 at St Mary's is £17,450.

Report on Funding

Whilst the funding is allocated per financial year, this report covers the academic year 2017-18

Meeting National Curriculum requirements for swimming and water safety	26 children (9 of which joined St Mary's after the year we delivered swimming instruction for this cohort)
What percentages of the 2017-2018 Year 6 cohort were able to swim competently, confidently and proficiently over a distance of at least 25 metres – using any stroke?	76%
What percentage of the 2017-2018 Year 6 cohort could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] over 25 metres?	44%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	44%

Academic Year: 2017/18	Total fund allocated: £ 17450	Last Updated: August 2018	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school			Percentage of total allocation: 28 %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Deploy a fully trained Forest School Teacher and resources in order to promote outdoor physical activity to all 	<ul style="list-style-type: none"> Each class to receive 5 weeks of forest school throughout the academic year. All children learn about the benefits of playing outside and how to climb trees safely. Intervention group to improve children’s social skills and learning behaviors <p style="text-align: center;">Funding allocated: £3000</p>	<ul style="list-style-type: none"> This has got encouraged more children to be active at break and lunch as some now use the climbing equipment more and work in teams to build dens. Parents have commented on how much children love forest schools and now love being outside more at home. We have seen children become more independent in the setting, develop new friendships and start to feel proud of their achievements. <i>“I love forest school, I love making dens and climbing in trees. We still do this at lunch time.” Year 4 child</i> <i>“****’s confidence has greatly increased since doing forest school intervention. He is now become more involved in classroom activities and more productive when working in a group.” Class teacher</i> 	<ul style="list-style-type: none"> To continue with this as the impact of Forest School - on engagement in learning, physical activity and SMSC skills - is good.
<ul style="list-style-type: none"> Enhancing playground physical activity so children have every likelihood of engaging in 30 minutes activity during lunch time. 	<ul style="list-style-type: none"> Set the playground into zones for different activities and sports. Buy a variety of different equipment so all children can be engaged in a physical activity that they are interested in e.g. Hockey, Bikes and Trikes, tennis etc. <p style="text-align: center;">Funding allocated: £2000</p>	<ul style="list-style-type: none"> Child questionnaires. Lunchtime observations <i>“Lunch time is much more fun there is now loads of things to do.” Year 4 child</i> <i>“The bikes and the trikes are amazing.” Year 2 child.</i> 	<ul style="list-style-type: none"> We need to monitor the equipment carefully to replace any damaged or any showing signs of wear and tear. Review risk assessments for adventure trails as younger children are beginning to access these.

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement			Percentage of total allocation: 61%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Restructure of staffing- Assistant Head post supported by the grant Assistant Head responsibilities include raising the profile of PE and promote physical activity, both in the curriculum and by extending school clubs. 	<ul style="list-style-type: none"> Recruitment Research providers for after school clubs – advertise these Participate in more competitions Redesign school playground use at lunchtime Redesign 'Sports Day' so all children actively take part. 	<ul style="list-style-type: none"> Appointment Child questionnaires Lunchtime observations Competition records/reports Club Lists Sports Day feedback 	<p>Next steps:</p> <ul style="list-style-type: none"> to sustain and continue to improve the variety of clubs and the range of children taking part in competitions Review sports day in light of feedback and experience received this year.
	Funding allocated: £10000		
<ul style="list-style-type: none"> School Sports Ambassadors to be set up to help develop leadership and pupil voice within the school. 	<ul style="list-style-type: none"> Assistant head to set up 'Sports Ambassadors' in school to help promote PE and events. Children developing confidence in leading activities Sports values been shared with the school and are on display in hall 	<ul style="list-style-type: none"> Children were keen to be ambassadors – applications Sports board Sports Value board displaying the school's sports values for children to work towards as well as developing specific sports skills. 	<ul style="list-style-type: none"> Sports Ambassadors now need to be enabled to take a more active role next year in promoting sport at school.
	Funding allocated: £200		
<ul style="list-style-type: none"> Dedicating a full week as Healthy Schools Week to raise awareness of the benefits of being healthy in the widest sense 	<ul style="list-style-type: none"> Arrange for the Life Bus to come in – dedicated PSHE lessons delivered by specialist Contact other possible 'presenters and role models' for HCW 	<ul style="list-style-type: none"> Children were deeply engaged in learning during the Life Bus. They were able to talk about the benefits of living a healthy and active lifestyle. Additional speakers such as Jim and Big Mike enabled children to understand that sport can take many different forms and be at different levels Sports nutritionist discussed balanced diet with all classes. Explored different sports with qualified coaches such as Frisbee. Each class cooked their own healthy snacks 	<ul style="list-style-type: none"> To develop the event further and include more cooking opportunities and training
	Funding allocated: £500		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:
			2 %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Assistant Headteacher appointed who has the skills to be able to deliver high quality PE CPD which improves lesson delivery and engagement for children across a range of different sports. 	<ul style="list-style-type: none"> Assistant head to audit staff needs then deliver/arrange <p>Funding allocated: previously accounted for</p>	<ul style="list-style-type: none"> CPD organised- Dance teacher for school INSET. Chance to Shine in team teaching cricket. Bath Rugby coaches in working alongside teachers. Gymnastic staff meeting led Staff questions report and increase in confidence in teaching gymnastics (an area previously identified as a weakness) 	<ul style="list-style-type: none"> Assistant Headteacher to monitor the quality of teaching in PE and work alongside staff in modelling good practice.
<ul style="list-style-type: none"> Commission specialists to coach or deliver CPD, so children and teachers can experience this and benefit from specialist expertise 	<ul style="list-style-type: none"> Specialist Dance teacher commissioned for school INSET. Chance to shine booked to team teach cricket Bath Rugby coaches working alongside teachers. <p>Funding allocated: £500</p>	<ul style="list-style-type: none"> Staff questions report and increase in confidence in teaching gymnastics (an area previously identified as a weakness) More children attended after school cricket club as a result of chance to shine coaching. <p><i>“The new dance resources are fantastic. It makes it so easy now to teach dance.” Class teacher</i></p>	<ul style="list-style-type: none"> Assistant Headteacher to monitor the quality of teaching in Dance and use of the new Dance resources

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils			Percentage of total allocation:
			6%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Increase the range of sporting clubs on offer - gymnastics, football and running and encouraging specific pupils to participate in school sports clubs 	<ul style="list-style-type: none"> Set up a variety of clubs for children to attend Specific football clubs at lunchtime to make some specific children more active. Targeted children attend extra club to promote healthy and active life style. <p>Funding allocated: £200</p>	<ul style="list-style-type: none"> More children being more active and attending clubs- see questionnaire 67% of children attended a club (years 1-6) Targeted groups of children getting small group work with qualified coach – <i>'been a huge improvement because all the girls try to be as involved as possible'</i> Club registers for children's attendance 	<ul style="list-style-type: none"> Explore barriers to attendance; target children that did not attend clubs this year to make sure they access a club next year.
<ul style="list-style-type: none"> Extending pupil involvement in the Dance Umbrella and Cross School Competition 	<ul style="list-style-type: none"> KS1 and KS 2 to both attend the Dance umbrella Dance training for teachers to feel confidence in running after school clubs. <p>Funding allocated: £500</p>	<ul style="list-style-type: none"> Dance umbrella registers Parents loved the event and can't wait to do it again next year. Children requesting if they can do the Dance umbrella next year. 	<ul style="list-style-type: none"> Make sure we run both clubs again next year as take up was fantastic and interest in next year is already high.

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			3%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Take advantage of sporting opportunities available through local partnerships in order to provide opportunities to compete 	<ul style="list-style-type: none"> Join local partnership Attend events run by the local partnerships Strengthen links to specialist coaches such as Bath Rugby Foundation and Chance to Shine. <p>Funding allocated: £500</p>	<ul style="list-style-type: none"> 52% of children represented the school in an event or competition (years 1-6) Talented athletes going on to represent county. 	<ul style="list-style-type: none"> Enter more events such as cricket and netball. Enter a B team into football league and Tournaments

Future spends

The school plans to use Sports Premium in 2018-19 to:

1. Continue Forest School as this is having a positive impact on learning attitudes and behaviours for all children; and especially for targeted groups that take part in the
2. Support and enhance the role/deployment of the assistant head enabling him to continue to provide a wide range of opportunities for all children; to monitor the quality of teaching in PE; and to train and support staff in areas of the PE curriculum.
3. Encourage and enable the AHT to achieve SLE status for PE
4. Retain membership of the Schools Sports Partnership
5. Enable children to take part in wider sporting opportunities and competitions
6. Develop opportunities in Health Choices Week
7. Re-evaluate our core swimming provision; and formulate appropriate plans to improve swimming outcomes