

**Sports Premium Funding  
2017-2018  
Intended Use**



**WOODLAND  
VIEW** PRIMARY  
SCHOOL

**Evidencing the  
Impact of the  
Primary PE and  
Sport Premium**

Commissioned by  
Department for Education

Created by



## Sports Premium

Schools must use the Sports Premium funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that schools should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

## How was last year's funding used?

### Sport Premium Allocated September 2016 to August 2017: **£9,945**

How the school used this funding:

Approximate amount	Type of use	Impact
£5069	Specialist Coaching to each year group over the year, with additional sessions added at certain times of the year	Enhanced skills training for all pupils from specialist coaches, teachers in attendance learning coaching skills for long term impact/sustainability.
£722	Curriculum Equipment	Enhanced provision of sports equipment, more equipment available for PE lessons and sports clubs. Specifically javelins, hockey equipment, tag rugby equipment.
£900	Teaching cover costs to enable training, sports development management, etc	More effective leadership of PE/Sports in school, more skilled teachers after attending training. 36 more children competed in Level 2/Level 3 competitions.
£2860	Specialist coaches to run after-school clubs in specific sports from September - July.	Participation levels across KS1 and KS2 increased. 90 children attended these clubs.
£3458	Specialised Supervision from a qualified coach at lunchtimes	More children are responsible for organising and leading the sports zones. 85% of KS2 children took part in sports activities at lunchtimes.
£642	Transport to and competing in cluster Olympics event	60 children competed in a range of athletics track and field events.
<b>TOTAL £13651</b>		



The school has established a comprehensive array of sports clubs run by external providers. For some of these, the coaches are funded by the school and small fees are payable to attend (with some free places provided). The school will therefore sometimes run these at a loss, using Sports Premium to offset this.

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>Last year, over 75% of children from Years 5 and 6 became a Sports Leader, which involved the preparation and leading of a sport at lunchtime.</p> <p>Last year, over 75% of children from Years 5 and 6 attended a before or after-school club.</p> <p>Last year, we entered into four more Level 1 and 2 competitions from the previous year – increasing the amount of children that were participating in competitive sport.</p> <p>Teaching staff participated in a range of sports tournaments as part of the Workplace Challenge. Showing children evidence of this in assemblies, helped to raise the profile of PE in school as well as the awareness for competitive sport.</p>	<p>At the last three Cross Country cluster events, our placings have shown that we our children’s fitness are not currently in line with our cluster schools. In the past, we used to have a ‘running club’, which focused on stamina and aerobic endurance. With the repetitive nature concentrating solely on running, the uptake on this club only reached 25 children. We therefore want to focus on giving all of our children more opportunities to build on their physical fitness in a more engaging and exciting way that will also encourage the least active children. By investing a significant portion of the sport premium on outdoor gym equipment, we are maximizing the opportunities that we are giving our children to build on their physical fitness before school, at breaktimes and lunchtimes and after-school.</p>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	80.6%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	62.9%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	80.6%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes. Children in both classes were given 15 lessons – instead of 10 from previous years. Also funding will be used to fund staff to attend a cluster and Level 2 Swimming Gala.

## Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for students today and for the future.

Academic Year: 2017/18		Total fund allocated: £19,750		Date Updated:	
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: <b>66%</b>
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
<ul style="list-style-type: none"> <li>Increase the range of activities available to pupils both in and out of curriculum by providing outdoor gym equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Provide outdoor gym equipment.</li> <li>Train staff with the new equipment so that they know how to make the most out of the equipment. E.g. how to stretch the most and least able.</li> <li>Ensure that children have a good understanding so that they can use the equipment correctly.</li> <li>AD to work with teachers (and TW) and ensure that they are using the equipment in PE lessons.</li> </ul>	£12,000		AD will oversee challenges that will be set by teachers to each year group every fortnight. The winners of these challenges will be celebrated in our Celebration assembly. In addition to this, AD will work with the Sports Leaders to keep a record of class and year group records.	

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:
				19%
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>• More children gaining leadership experience to support wider school objectives by taking responsibility for organising and leading sports zones.</li> <li>• More children are offered to participate in clubs before and after-school with some places being funded via the Sports Premium.</li> </ul>	<ul style="list-style-type: none"> <li>• Specialised supervision from a qualified coach at lunchtimes.</li> <li>• MT to recruit a team of sports leaders from Years 5 and 6 that can help to lead the sports zones throughout the year.</li> <li>• MT to continue to work with TW and update him and lunchtime staff on any changes with the sports zones across the year.</li> <li>• More children are getting more physically active before or after-school.</li> </ul>	£3500		<p>By giving out Sports Leader certificates weekly in our Celebration assembly, Key Stage 1 and 2 children are reminded of the key sporting values that they must show on a weekly basis.</p> <p>Sports Leaders to use the skills that they have learnt to host their own Level 1 tournaments on special days across the year. (e.g. Sports Relief).</p>

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				<b>7%</b>
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
<ul style="list-style-type: none"> <li>• More effective leadership of PE/Sports in school enabling a more rounded offer of PE and Sport across the school.</li> <li>• More skilled teachers after attending training, providing higher quality PE and sport experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching cover costs to release AD to investigate what skills children could develop across the school. AD to then plan a unit of work based around the skill that needs to be improved.</li> <li>• Enable teachers to attend relevant training.</li> </ul>	<p>£1400</p> <p>£450</p>		<p>AD and sports coach (TW) have a shared understanding of the rules and progression associated with specific sports. This therefore gives children a secure knowledge of the rules and skills needed for different games.</p> <p>AD to identify any staff who need further support and to provide appropriate professional learning.</p>
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				<b>9%</b>
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
<ul style="list-style-type: none"> <li>• To increase participation across all key stages to provide a wider range of opportunity and therefore increase participation levels</li> <li>• Increase the range of sports able to be provided within curriculum lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a specialist Sports Coach to provide extra-curricular activities in specific sports/skills</li> <li>• Curriculum equipment</li> </ul>	<p>£400</p> <p>£1250</p>		<p>A curriculum overview (to be completed at the start of each year by the AD) to outline what sports will be taught by teachers (and TW) to provide children with a balanced and broad range of sports.</p> <p>To have regular training to ensure that all teachers have a secure understanding, and are confident, in using the new specialist equipment in PE lessons.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				4%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Attendance at cluster Olympics enabling all 60 Yr. 6 pupils to take part in a track and field event at a specialist stadium.</li> <li>An increase in level 1 competitions taking place at lunchtimes and after-school.</li> </ul>	<ul style="list-style-type: none"> <li>Provide relevant additional coaching, transport and venue costs.</li> <li>Children are being given more opportunities to participate in competitive tournaments at lunchtimes.</li> </ul>	£750		<p>Continue to invite clubs within the wider community into school to encourage children to join their clubs.</p> <p>To host termly Level 1 tournaments (after-school) led by a teacher where children can volunteer themselves to compete – as opposed to being chose by a teacher. These tournaments should focus on sports that most children do not play. E.g. rugby, cricket, athletics etc. The tournaments should also be on offer for all Key Stage 1 and lower Key Stage 2 children. These can take place at different times.</p>