

Sports Premium Strategy Statement – 2017/18

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>Increased participation in competitive sports over time Range of opportunities for physical development at lunchtime Annual residential visit to the Outdoor Education Facility at Lledr Hall, Wales</p>	<p>Continue to extend the range of sports played competitively Increase the participation of girls in competitive sport Continue to introduce pupils to disciplines they would otherwise not have the opportunity to experience Continue to value the residential experience and to give it budgetary priority. Find ways to engage more pupils with the aim that every child in Y5 attends.</p>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	45%
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	45%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	30%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	<p><u>Yes/No</u> Year group attends all year (2/3 form entry)</p>

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: £	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:	
			%	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To develop gross motor skills and coordination	Range of lunchtime activities provided Range of equipment purchased	See appendix	Lesson observations show children's participation in sport and activity meets their underlying needs	Further development of possibilities for physical activity in wooded area
To increase engagement in sports and physical activity, as part of a healthy lifestyle and improve pupils' health and wellbeing, especially those known to be overweight or obese	Daily Mile introduced to PE lessons Track purchased and installed Track in use at lunchtime Running club established Participation in Sport Relief challenge using all weather track	See appendix	Observation of lunchtime provision and PE lessons shows track is in use Height and weight measurements. Participation in red pepper programme where necessary Feedback from health improvement team Statistical evidence from health improvement team shows increase in pupils with appropriate BMI	Parents/ carers encouraged to join their children in the use of the track after school

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:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact: Measures	Sustainability and suggested next steps:
To develop ability to recognise, continue and create patterns and sequences to support physical dexterity and enhance working memory.	Range of lunchtime activities provided Range of equipment purchased	See appendix	Outcomes rise GLD increases and is not below the predicted 58% K.S 1 Maths is at least the predicted 58% at ARE K.S 2 Maths is at least the predicted 42% at ARE	Whole school improvement priority relating to development of thinking skills, reasoning and communication. Outcomes rise year on year.
To use engagement in sports and physical activity as a method of accessing the curriculum for those with issues around self esteem, resilience, self worth	Active Maths Experiential Literacy PHSE around what pupils are good at via 'Resilience Doughnut' and 'Highway Heroes' Programmes	See appendix	Pupil Voice shows that an active, participatory approach creates a non threatening way in to learning Pupils show increased engagement and involvement through Leuven Scales and the average score is at least 3 An EYFS type approach to learning supports children who have S&E developmental delay.	An increased number of pupils feel confident enough to join community sports clubs and pursue an activity/skill that they were introduced to at school.
To use engagement in sports and physical activity as a method of increasing pupils vocabulary and understanding of the world.	Focus on extending pupils' vocabulary in a real life, meaningful context that is within their range of experience. Planning for lessons and lunchtime activities identify both technical and contextual language as part of the objective	See appendix	Rise in attainment GLD increases and is not below the predicted 58% K.S 1 reading = at least 47% at ARE writing = at least 40% at ARE K.S 2 reading at least 46% at ARE writing = at least 48% at ARE	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Subject leader has Performance Management objectives relating to the profile of PE and sport being raised across the school as a tool for whole school improvement Increased confidence, knowledge and skills of all staff in teaching PE and sport	Objectives reviewed regularly CPD for subject leader undertaken Subject leader provides CPD for other staff Staff to shadow professional sports coach with focus on 'games' strand of the curriculum	See appendix See appendix	Lesson obs and planning for PE show that CPD for staff is enabling them to plan quality PE lessons that meet a range of needs Lesson obs show that staff are mirroring the approach, techniques and structure modelled by the sports coach	On going school improvement drive to improve the quality of teaching OFSTED 2018 Provide CPD with focus on dance
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Additional achievements: Continue to extend the range of physical activities on offer at lunchtime	Research what pupils would like Source equipment, training or external providers as necessary	See appendix	Head's report to Governors shows additional activities have been added to the offer and the range of disciplines covered has been extended Action plan for learning at lunchtime in place and evaluated Pupil voice indicates pupils have been consulted and their views acted upon, as appropriate	Action plan for learning at lunchtime reviewed annually to link with school improvement priorities

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Increased participation in competitive sport.	Involvement in inter-school sport, competitive matches and tournaments. Involvement in Salford wide EIP sports competitions	See appendix	Records provided to Governors show that an increasing number of pupils are given the opportunity to practice their skills against unknown groups of children. EIP records show participation in local project offering opportunities for pupils to compete at local, regional and national levels	Consider financial planning for securing own transport to and from fixtures to enable more pupils to participate

Appendix

SPORTS PREMIUM FOR ACADEMIC YEAR 2017-2018

Cost:

- £10,000 Sports Coach
- £2,650 Teaching Assistants – lunchtime provision (4 staff)
- £7,000 Lunchtime activities co-ordinator
- £2,200 Lunchtime enrichment - dance
- £1,000 Transport to fixtures/replacement kit
- £1,000 Equipment/trophies/Bouncy Castles etc

£23,850 Total Budgeted cost

External Provision planned at no cost:

- Football – MUFC coaching at MU training ground/school, including physical literacy for EYFS, Year 1 and Year 2 , Y5
- Cycling proficiency and mountain biking – Year 5
- Salford Reds – Year 3 rugby skills coaching
- Salford network and opportunities for competitive play against local schools - Y2-6