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| **Overview of planned Sports Premium Spending 2016 – 2017**  **Total allocation 2016-2017: £8895 PE budget £505 = £9400 in total** | | | | | | |
| **Aims of sports premium funding**   1. To improve the quality of existing PE teaching through continuing professional learning in PE for generalists, so that all primary pupils improve their health, skills and physical literacy, and have broader exposure to a range of sports. 2. To increase participation levels in competitive sport and healthy activity of pupils, and maintain these into adolescence. 3. To increase the quality of initial teacher training in PE and sport, and to promote PE specialisation in primary level workforce. 4. Schools understand and value the benefits of high quality PE and sport, including its use as a tool for whole school improvement. | | | | | | |
| **Spending on** | **Target group** | **Linked sports**  **premium aim** | **Why?** | **Anticipated cost** | **Anticipated success criteria** | **Impact** |
| Zumba workshop and training for staff to deliver as club/ during PE.  (Spring Term) | Whole school to experience workshop day with a focus on disengaged girls for clubs. | 1  2  3 | To improve health and fitness levels.  To introduce children to Zumba and maintain interest for the future.  To help children learn to express themselves through dance and develop the ability to choreograph a dance.  To enable staff to learn new skills from watching experts teach and provide schemes of work for staff to work from. | £300 for whole school Zumba experience day – each class to take part in workshop designed to engage children.  £300 for two half day PD sessions where staff will be introduced to how to plan and deliver Zumba sessions as well as providing schemes of work and resources for Zumba clubs to be run at school during lunchtime and after school. | Children introduced to Zumba which will Improve fitness among participants.  Stereotypes about dance being for certain groups challenged.  Staff learn new skills from watching dance teachers teach children which they can utilise in their own practice.  Children have opportunity to work with a professional Zumba teacher.  Girls who are physically active for less than an hour a day targeted for participation in a Zumba club at lunchtime. | Increased activity rates – 77% of children have taken part in the Zumba dance club that takes place on Tuesday and Friday lunchtimes.  Y2 had 95% participation rate.  Increased staff confidence enables children to partake in high quality Zumba classes – 78% of teachers (7/9) now confident to teacher Zumba within their PE lessons.  98% of children at school experience Zumba and develop positive connotations with high intensity work-outs – children creating their own warm-up routines in their lessons for example. |
| Leadership & management / PE Leader release | PE Leader / staff  Whole school – will feed down to impacting on children’s progress throughout the school | 1  2  3  4 | Provide subscription to Coordinator network including CPD. National & professional support memberships.  To improve teaching and provide new ideas for the new curriculum. To improve confidence of teachers to deliver high quality PE -  ¾ day weekly release for coordinator  Coordinator to keep up to date with current academic research and disseminate amongst staff during staff meetings so that they can implement in their own practice. | 3/4 day weekly release  (Internal cover)  £400 coordinator network | Coordinator upskilled and able to support development of other staff  Membership of professional organisations (AfPE, YST) ensures school has latest knowledge and guidance, resources  Teachers upskilled impacting positively on pupil achievement and quality of teaching and learning which will be at least good | The coordinator has been able to attend training sessions termly increasing his ability to take leadership decisions and organise events.  He has provided support for other staff improving teaching and learning within PE lessons – 8 out of 9 class teachers have stated they feel more confident in teaching PE.  He has arranged attendance at events including an cross-country meeting, girls and boys football tournament, KS2 swimming and Y3/4 golf tournament – 31% of children have attended at least 1 sporting event this year.  Children who were assessed as being at greater depth in PE:  YR 1 – 16%; YR 2 – 18%; YR 3 – 17%; YR 4 – 20%; YR 5 – 19%; YR 6 – 15%  Children who were assessed as being at mastery in PE:  YR 1 – 71%; YR 2 – 70%; YR 3 – 70%; YR 4 – 67%; YR 5 – 78%; YR 6 – 73%  Children are making good progress against national curriculum benchmarks, highlighting effective teaching |
| Level 5 PE leadership course | Coordinator  Teaching staff  Whole school  All pupils | 1  2  3  4 | The course provides a chance for the coordinator to critically reflect on their own practice and then develop whole school strategies to improve the quality of Physical Education teaching and learning throughout the school. | £1200 over two years | Coordinator to rejuvenate PE and sport throughout the school through critical analysis of own practice, planning, assessment and teaching throughout the school.  Coordinator to take ownership and accountability for PE and Sport Premium spending, ensuring that it has an impact on children throughout the school.  Coordinator to disseminate information in staff meetings and through coaching with staff members. | All staff to receive one-to-one support from PE coordinator – coaching and mentoring. Increased confidence and subject knowledge to improve progress of children across school.  Profile of PE raised throughout the school – 92% of children see PE as being an important subject according to pupil survey.  Activity levels increased throughout the school – 81% of children feel they do at least 1 hour of physical activity a day. |
| Participation in competitive sport | All pupils | 2 | Subscribe to Birmingham Catholic Schools Sports Association – football competition | £80 | 10 boys from Y5/6 to take part in a regional football competition, developing their competitiveness – children who are pupil premium to be targeted. | 40% of the boys who attended the competition were pupil premium, providing them with the chance to take part in an activity they may otherwise by not able to at home. |
| New equipment | All pupils  Staff | 1  2  3  4 | Staff and children to be consulted on potential new equipment that will benefit PE lessons throughout school and lunchtime/afterschool activities. | £420 | To update current equipment.  To provide new opportunities for children throughout school.  To increase activity levels during lunchtimes. | Hula hoops, soft balls, footballs, skipping ropes and other multi-skill equipped was purchased. This equipment is extensively used during lunchtimes, boosting the activity levels of the children.  79% of children surveyed stated they enjoy the active playground during lunches.  71% of KS1 children take part in at least 1 physical activity a week (skipping, hot potato, dance etc) during a lunchtime.  88% of KS2 children take part in at least 1 physical activity (dodgeball, hula hooping, skipping etc) during a lunchtime. |
| Transport | All pupils  Sports teams | 1  2 | To enable children to take part in inter-school competitions, matches and attend sporting events e.g. swimming gala, splash event, athletics, football and netball matches and tournaments | £500 | Pupils to have taxi/coach transport to enable safe travel to sporting events and to enable all children to participate who are eligible without depending on parents or staff availability  Pupils able to take part in events and use facilities beyond immediate locality of school | Pupils have been able to attend events without cost, enabling participation or reliance on parents – particularly important for children where family does not have transport or adult not free to enable child to compete.  Attendance at events including a cross-country meeting, girls and boys football tournament, KS2 swimming and Y3/4 golf tournament – 31% of children have attended at least 1 competitive sporting event this year. |
| Sports apprentice | All pupils  Staff | 1  2  3  4 | Support teaching and learning in PE for children and staff.  Enable specific groups to be targeted during PE sessions e.g. High and low ability, those with English as an additional language.  Help run after school / lunch time clubs/holiday schemes  Assist subject leader with organising and arranging matches and competitions.  Oversee management and delivery of lunchtime and after school sporting activities  To implement strategies introduced by Engage To Compete | £5200 | Sports apprentice contributes to increased participation in sport, opportunities for all to participate and actively invites those more reluctant to take part to compete  Sports apprentice able to provide more coaching for school teams and prepare younger pupils as part of succession planning.  Equipment well organised and maintained meaning available for use  Increased range of sport taking place  Sport included as part of care facility activities  Holiday sports camps introduced increasing levels of pupil activity in holidays  Pupils benefit from focused group work in lessons and therefore achieve objectives set  Administration support provided for organising events enables additional events to be participated in and frees PE coordinator to focus on teaching and learning  Staff learn by working alongside qualified coach | Sports apprentice ensured sports club available nightly and increased amount of sport for pupils attending after school provision.  Cost of clubs reduced resulting in increased uptake (approximately 50%)  New sports offered e.g. basketball  Support at competitive events/residentials enabled additional participation as reduced reliance/cost of releasing other staff  Improved inclusion in lessons through support offered  Pupils encouraged to be active at lunchtime  New sports apprentice appointed and in process of being trained to carry on legacy left by her predecessor. |
| Lunchtime activities | All pupils  Lunchtime staff | 1  2  3  4 | Introduce ‘zones’ to playground at lunch time to encourage active play, improve behaviour and encourage personal, social and emotional development  Continue to train supervisors to lead, support and encourage active play for all pupils  Use Engage to Compete staff to review provision and provide further training for staff  Purchase new equipment to ensure all children can participate in physical activity and to take into account additional pupil resulting from school’s expansion. | Sports apprentice | High levels of physical activity at lunchtime meaning children have active and enjoyable lunchtime  Staff actively leading physical activity  External staff help school staff learn new skills  Pupil surveys report children as enjoying lunchtimes  Pupils learn and participate in new sports, developing new skills as a result  Pupils’ health/physical fitness increases as a result of participation in increased level of sport including reduction in First aid incidents  Positive impact on behaviour and social skills through being engaged in sport | Wide range of activities on offer at lunchtime: few behaviour incidents or lunchtime exclusions or first aid incidents.  Children have opportunity to take part in a wide range of activities at lunchtime – skipping, dodgeball, netball, balance games - which support aims of PE policy.  House tournaments to be organised – participation tracked and children expected to take part. |
| Skipping at breaks/ lunchtimes | All pupils – focus to be on KS1 as 80% of KS2 can already skip whilst KS1 is under 50%.  Staff | 1  2  3  4 | JH to lead skipping masterclasses during breaks and lunchtimes.  To encourage skipping as a lunch activity to promote a different sport, engagement in sport and physical fitness | See TLR for Coordinator | Pupils’ health and fitness improves  Children learn a new sport  Teachers and support staff learn how to use skipping to promote positive physical and social outcomes for pupils  Skipping continues after the special event as a regular activity at lunchtimes and in PE lessons | Children understand the benefits of skipping and have the option to partake in skipping at lunchtimes which many do. Children have a positive outlook on keeping fit and healthy.  89% KS2 children surveyed stated they are able to skip; 43% of KS1 (validity of results need to be tested.) |
| TLR for coordinator | PE coordinator | 1  2  3  4 | To recognise value of role of PE coordinator  To promote accountability for impact of PE development plan  To promote accountability for use and impact of sports premium | £1000 | Coordinator makes a positive impact on development of staff, provision for sport and physical health and well-being of pupils  Sports premium spent effectively and governors informed of impact | Coordinator has highly positive impact and organises events/training e.g. skipping day (legacy as skipping continues), sports day and participation in events. Staff meetings planned and delivered to impact on teacher practice and developing teaching and learning in PE throughout school. |
| **TOTAL SPEND** | | | | **£9400** |  |  |
| **Other activity and funding to supplement sports premium and promote sport and healthy lifestyles:** | To continue to work with Engage to Compete to embed and further develop provision, particularly at lunchtime  School sports day – multiskills event and traditional races  Sports apprentice supports lessons in PE and leads lunchtime/after school clubs  Children in Y5,6 and Y2 will attend residentials which include high level of physical activity and outdoor adventure sports  Additional equipment will be funded from budget for lunchtimes/PE curriculum  To ensure provision for sport at new school will promote sport and healthy lifestyles  Update and promote healthy eating policy and ensure food and drinks comply with school food standards | | | | | |