



Doing our best to achieve our best

## Sports Premium Report – April 17 to April 19

### **Context:**

The Department for Education have a vision that all pupils should leave primary school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy active lifestyle and lifelong participation in physical activity and sport.

To support schools with this, PE and sport premium funding is provided by the government to help primary schools improve the quality of PE and sporting activities offered to pupils. This money must be used to fund additional and sustainable improvements to its PE and sport provision, in order to encourage the development of healthy, active lifestyles. As a result it is expected that school will see an improvement against the following 5 key indicators:

1. The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. The profile of PE and sport being raised across the school as a tool for whole school improvement
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport

The following report shows how Clarendon Primary School is planning to use their sports premium allocation over a 2 year period. This has been recorded this way as 2 key projects we plan to develop are only made possible when using the available funding in this way. The overarching aims for the following developments are:

- To support the ongoing delivery of high quality PE provision across the school through the development of available sporting facilities and ongoing staff training and development.
- To promote increased opportunities for pupil competition.
- To promote the health and well-being of all pupils through the provision of increased lunchtime activity.
- To increase pupil participation, physical skills, co-ordination and enjoyment in PE.
- To develop pupil voice and active participation in the delivery of Clarendon’s sports provision.

<b>Key achievements to date:</b>	<b>Areas for further improvement and baseline evidence of need:</b>
<ul style="list-style-type: none"> <li>• Clear schemes of work are in place for PE, which provide children with opportunities to develop specific gross motor &amp; co-ordination skills as well as provide opportunities to engage in a range of sports.</li> <li>• As a result of having a PE scheme of work and opportunities to previously complete team teaching sessions with a P.E consultant, staff feel more skilled &amp; confident to deliver and teach the PE curriculum.</li> <li>• Through the Implementation of ‘Guga fit’ sessions at lunchtimes children now have increased opportunities to be active. (This will now be built on further next year.)</li> <li>• A culture of inter-house competition is beginning to develop across the school. Pupil participation in these events is high &amp; children talk enthusiastically about these events. (This will be built on next year)</li> <li>• Through the increased availability of equipment at lunchtime, children now have increased opportunities to engage in active play.</li> <li>• Our EYFS environment now provides children with increased opportunities to be physically active in their learning, developing their gross motor skills from the time that join school.</li> <li>• Through membership of the local Spelthorne Sports Association, children receive some opportunities to compete in competitive sports with other local schools. (Again this will be built on further next year.)</li> <li>• An increased range of clubs are available for children throughout the year, e.g. athletics club, Hi 5, football and running club.</li> </ul>	<p><b>To further develop:</b></p> <ul style="list-style-type: none"> <li>• Staff technical knowledge and skills which relate to the delivery of specific skills and sports.</li> <li>• The sporting facilities available within school.</li> <li>• Opportunities for inter-house competition within a range of sports.</li> <li>• Pupil’s active participation in physical activity at lunchtime.</li> <li>• The range of physical activity / games accessed by Key Stage 1 children.</li> </ul>



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## **Planned sports Premium Spending for April 2017 to April 2019**

<b><u>Funding allocation:</u></b>	£4,561 (April 17)
	£3,770 (April 17)
	£10,558 (September 17)
	£7,541 (April 18)
	<u>£10,558 (September 18)</u>
<b>Total funding allocation:</b>	<b><u>£36,988</u></b>

### **Planned spend from April 17 to April 19:**

Pupil Play Leader (April 17 – April 18)	£3,000
Resources and Membership until April 18	£400
P.E coach – Jan 18 to April 18	£2,400
P.E coach – Jan 18 to April 18 – lunchtime clubs	£200
Pupil Play Leader (April 18 – April 19)	£3,000
Resources and Membership until April 19	£600
P.E coach – April 18 to April 19	£9100
P.E coach – April 18 to April 19 – lunchtime clubs	£750
Other P.E training	<u>£500</u>
Total committed spend Apr 18 to Apr 19	<b><u>£19,950</u></b>
Contribution towards MUGA project Apr17 to Apr19	<b><u>£17,000</u></b>
<b>TOTAL SPEND APRIL 17 to APRIL 19</b>	<b><u>£36,950</u></b>

**Pupil attainment in swimming by the end of Key Stage 2:**

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?	As this is a new requirement, this section will be completed for the current year 6, (2017-18) at the end of this academic year when the data has been collected.
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?	
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?	
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?	No

**Action Plan and Budget Tracking against the 5 key indicators:**

Academic Years: Apr 17 – Apr 19	Total fund allocated: £36,988 <i>(A costing breakdown can be found that the bottom of this report.)</i>	Date Updated: December 2017		
<b>Key indicator 1:</b> 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				<b>Percentage of total allocation:</b>  3% of the 2 year funding available
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To further develop pupil access to regular physical activity at lunchtime.</p> <p>To review and develop pupil’s access to purposeful physical activity at break and lunchtimes.</p> <p>To encourage pupils to take on play leader roles to help promote sport and physical activity within the school.</p>	<ul style="list-style-type: none"> <li>Set up weekly lunchtime club for Key Stage 1 and Key Stage 2. These will be led by our sports coach and supported by our lunchtime games leader.</li> <li>Develop the skills of the lunchtime games leader by working alongside the sports coach.</li> <li>Provide children with the resources required to be able to play games taught during the weekly lunchtime club at other times during the week.</li> <li>Re-design the current lunchtime programme offer provided by the school’s lunchtime games leader to</li> </ul>	<p>Jan 18 to Apr 18 - £200</p> <p>Apr 18 to Apr 19 - £750</p> <p>Lunchtime play equipment funded by PA</p>	<ul style="list-style-type: none"> <li>An increased number of pupils are actively participating in planned lunchtime activities on a regular basis. <i>(I.e. KS1 &amp; 2 weekly lunch time club, KS1 Guga Fit sessions and KS2 inter house competition.)</i></li> <li>Termly inter house competitions are available for all children.</li> <li>Training has been provided for pupil play leaders who are setting up and teaching children new games.</li> <li>The range of activities on offer for children at break and lunchtimes are effectively supporting their physical</li> </ul>	<p><b>Sustainability:</b> When the sports premium funding is no longer available or used for this project, the school games leader can continue the club supported by a lunchtime supervisor.</p> <p><b>Possible next steps:</b> Next year, consider and extend the range of sports available for inter-house competition.</p>

	<p>allow KS1 pupils regular access to Guga fit type activities, (which can be transferred onto the playground at other times during the week) and KS2 pupils increased access to inter house competition.</p> <ul style="list-style-type: none"> <li>• Develop lunchtime games provision &amp; the use of pupil play leaders.</li> <li>• Target less active pupil involvement in weekly lunchtime sports club.</li> </ul>		<p>activity &amp; interactive play.</p> <ul style="list-style-type: none"> <li>• When asked, children talk about being active at playtime.</li> <li>• Children enjoy playtimes and talk about purposeful play for all.</li> <li>• Less active pupils are observed to show increased engagement &amp; involvement in physical lunchtime activity.</li> </ul>	
<p><b>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</b></p>				<p><b>Percentage of total allocation:</b></p> <p>46% of the 2 year funding available</p>
<p><b>School focus with clarity on intended impact on pupils:</b></p>	<p><b>Actions to achieve:</b></p>	<p><b>Funding allocated:</b></p>	<p><b>Evidence and impact:</b></p>	<p><b>Sustainability and suggested next steps:</b></p>
<p>To develop the school's sporting facilities through the installation of Multi-Use Games Area, (MUGA) in order to develop pupil's ongoing access to high quality physical activity.</p> <p>To develop pupil voice &amp; involvement in the development of sports provision, through the creation of a pupil sports council.</p>	<ul style="list-style-type: none"> <li>• Research &amp; commission the installation of a Multi-Use Games Area (MUGA)</li> <li>• Timetable the use of the MUGA to support the effective delivery of outside P.E lessons.</li> <li>• Timetable the use of the MUGA at lunchtime &amp; the types of weekly sports promoted in this area. (E.g. basketball, hockey, cricket &amp; football.)</li> <li>• Review how the MUGA can be used to promote &amp; increase pupil access to extended after school sports provision</li> <li>• Set up a pupil sports council, which will be run by the lunchtime games leader. (This group will support the organisation of inter-house competition &amp; sports day as well as running events such as Sports Relief.)</li> </ul>	<p>Apr 17 to Apr 19 - £17,000 contributed towards</p>	<ul style="list-style-type: none"> <li>• An increased number of pupils are actively participating more regularly in lunchtime child initiated games / sport. (<i>Within the MUGA area.</i>)</li> <li>• The MUGA is used on a regular basis to support the delivery of high quality P.E sessions &amp; the application of skills. (<i>These sessions are judged to be at least good.</i>)</li> <li>• Through the pupil sports council, children have an active voice within school with regards to the development of extended sports provision.</li> <li>• Children are able to talk about the positive developments in sporting provision at Clarendon.</li> <li>• P.E &amp; being active has a raised profile across the school.</li> </ul>	<p><b>Sustainability:</b></p> <p>When the sports premium funding is no longer available or used for this project, the school games leader will continue to manage the pupil sports council.</p> <p>Maintenance of the MUGA surface will become part of the school's ongoing grounds maintenance cycle.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				34% of the 2 year funding available
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To further develop staff knowledge, skills &amp; practice with the delivery of P.E teaching.</p> <p>To develop the use of summative assessment in order to track the attainment of each child's development &amp; application of skills.</p>	<ul style="list-style-type: none"> <li>• Setup P.E. team teaching opportunities with a professional sports coach in order to provide staff with ongoing development opportunities. (I.e. providing high quality P.E teaching alongside the delivery of ongoing professional development opportunities for staff)</li> <li>• PE subject leader to provide termly opportunities throughout the year for staff to meet with the sports coach to discuss practice &amp; future units of work.</li> <li>• Provide PE subject leader &amp; class teachers with regular opportunities to discuss &amp; share good practice at staff meetings.</li> <li>• PE subject leader to undertake termly observations with members of the SLT to review developing practice &amp; outcomes for pupils.</li> <li>• Alongside the sports coach, review &amp; develop summative assessment practices used in physical education to track pupil attainment.</li> <li>• PE subject leader to meet with a broad range of pupils to talk about their PE lessons &amp; to ascertain their views on P.E as well as their development of specific knowledge and understanding.</li> </ul>	<p>Jan 18 to Apr 18 - £2,400</p> <p>Apr 18 to Apr 19 - £9,100</p> <p>Costs to release staff to meet with sports coach will be covered by the school.</p> <p>Apr 17 to Apr 19 - £800 towards required PE resources.</p> <p>Apr 18 to Apr 19 - £500</p>	<ul style="list-style-type: none"> <li>• Teaching staff actively engage in team teaching sessions with resident sports coach.</li> <li>• Observations of P.E sessions are judged to be consistently good or better. <i>(This includes lessons that are team taught with the sports coach &amp; sessions that are taught individually by the classteacher.)</i></li> <li>• Observations show the explicit teaching &amp; practice of required skills during both the team taught lesson &amp; the lesson delivered individually by the classteacher.</li> <li>• All lessons are child centred &amp; skills focused. As a result all pupils are engaged, keen to learn &amp; improve.</li> <li>• Observations and analysis of new summative assessments show that pupils make good or better progress both in lessons &amp; over time.</li> <li>• Lesson plans show a clear &amp; progressive development of skills over each unit of learning.</li> <li>• By the end of each year at least 75% of children are working within age related expectation.</li> <li>• When questioned, pupils report that PE lessons are active, fun &amp; really challenge their development of skills.</li> </ul>	<p><b>Sustainability:</b></p> <ul style="list-style-type: none"> <li>• P.E subject Leader to support new staff in school with P.E planning &amp; delivery.</li> <li>• P.E subject target the use of sports coaching to those staff that would most benefit.</li> <li>• P.E Subject Leader to continue to monitor the teaching of P.E &amp; provide support, as appropriate, in order to ensure the quality of teaching &amp; level of pupil attainment is maintained.</li> </ul> <p><b>Possible next steps:</b></p> <ul style="list-style-type: none"> <li>• Sports coach will team teach other units within the P.E curriculum &amp; teachers teach planned units previously team taught with the sports coach.</li> <li>• PE subject Leader to identify any staff who would benefit from further support &amp; organise / provide appropriate professional learning.</li> <li>• When the sports premium funding is no longer available or used for this project, P.E, subject leader will organise in house team teaching opportunities based on knowledge of good practice. <i>(This could also be across partnership schools.)</i></li> </ul>

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				<b>Percentage of total allocation:</b>
				0% of the 2 year funding available
<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>
To develop increased access to extra-curricular after school sporting club opportunities for disadvantaged pupils.	<ul style="list-style-type: none"> <li>Private providers running clubs in school agree to offer 1 or 2 free places that can be allocated on a termly basis to different pupils.</li> <li>School pupil premium champion to share information about clubs with children in assembly and parents through targeted letters.</li> <li>Eligible pupils gain termly opportunities to take part in a range of after school clubs.</li> </ul>		<ul style="list-style-type: none"> <li>Disadvantaged pupils access extra-curricular opportunities on a regular basis.</li> <li>Pupils talk positively about their extra-curricular sporting experiences.</li> </ul>	<p><b>Sustainability:</b></p> <ul style="list-style-type: none"> <li>School implements an agreement with external club providers to offer the school access to 1/2 free places which can use to sustain this offer.</li> <li>Access for other children to be funded using pupil premium.</li> </ul> <p><b>Possible next steps:</b></p> <ul style="list-style-type: none"> <li>Consider other clubs that can be introduced in the future.</li> </ul>
<b>Key indicator 5: Increased participation in competitive sport</b>				<b>Percentage of total allocation:</b>
				17% of the 2 year funding available
<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>
To increase pupil access to ongoing opportunities to engage regularly in inter-house competition.	<ul style="list-style-type: none"> <li>Re-design current lunchtime programme offer provided by the schools lunchtime games leader to allow KS1 pupils regular access to Guga fit type activities, (which can be transferred onto the playground at other times during the week) and KS2 pupils increased access to inter-house competition.</li> <li>Play leaders &amp; representatives from the pupil sports council to work with the lunchtime games leader to identify &amp; organise sports of inter-house competition.</li> <li>Pupil sports council representatives collate competition results &amp; share results with children in assembly.</li> </ul>	<p>Apr 17 to Apr 18 - £2988 to fund lunchtime games leader.</p> <p>Apr 18 to Apr 19 - £2988 to fund lunchtime games leader.</p> <p>Apr 17 to Apr 19 - £300 for membership fees to Spelthorne Sports association.</p>	<ul style="list-style-type: none"> <li>Termly inter-house competitions are available for all children with an increased number of pupils actively participating in these sessions on a regular basis.</li> <li>Less active pupils are observed to show increased engagement &amp; involvement in inter-house competitions.</li> <li>When asked children talk positively about planned competitions.</li> <li>Pupils show good sports person qualities when talking part in competitive activities.</li> </ul>	<p><b>Sustainability:</b></p> <p>When the sports premium funding is no longer available or used for this project, the school games leader will be funded from the main school budget as a midday supervisor.</p> <p><b>Possible next steps:</b></p> <p>Consider and extend the range of sports available for inter-house competitions.</p>