

Dordon Primary School

The Sports Premium

September 2016

This report outlines how our school has planned to spend the Sports Premium allocation in 2016-17 It also outlines our key principles and reasons for spending the Sports Premium in the way that we do.

Our Principles and Objectives

The Sports Premium was introduced to fund improvements to the provision of PE and sport, for the benefit of primary-aged pupils so that they develop healthy lifestyles. It is allocated to schools to work with all pupils.

School are free to spend the Sports Premium as they see fit, however our approach and vision for our pupils is to ensure that all are offered '**rich opportunities and memorable experiences**' and that those from poorer socio-economic backgrounds do not suffer barriers which hamper their progress and attainment.

Our decisions on how best to use the 'Sports Premium' are based on the findings of high quality research and publications, as well as OFSTED's own 'best practice' guides. These have supported our decision on expenditure over the best and most effective use of our Sport Premium Funding.

We believe that:

- All of our children should and will benefit from the teaching and learning opportunities that Sport Premium funding provides
- Appropriate provision is made for all pupils belonging to vulnerable groups, including those who are from socially and economically disadvantaged groups.
- Sport premium spending should be allocated following a needs analysis which identifies children with priority needs.
- Our Sport Premium funding should be spent in a wide and imaginative variety of ways, so as to benefit the wide variety of interests and needs of our children
- Our Sports Premium funding should be spent according to 'best value principles' and related to activities which research suggests will make the very best use of the finances available
- Whilst there are some 'quick wins', there is a need to also take a 'long term view' to stop achievement gaps from widening. Some of our long term objectives will take more than an academic year to come to fruition.

Our Sport Premium Funding

Total number of pupils on role: 199
 Total amount of Sport Premium Grant per pupil: £5
 Total amount of Sport Premium Grant: £8,000

Our Targeted Areas

In order to improve the progress and outcomes for Sports Premium pupils we aim to:

- Raise attainment and progress in PE
 - Increase participation in PE through a wide range of quality provision
- Ensure all staff have access to high quality professional development which will result in an improvement in the teaching and learning of PE skills
 - Enable all pupils to participate in a range of competitive sports
- Create a challenging environment that will enable every child to fulfil their potential

Nature of Support 2016-2017

Record of Sport Premium Grant Spending by item/project 2015-16

(PPP – Pupil Premium Pupils)

Item/Project/Action	Objectives	Cost	Expected Outcomes
Improve teaching and learning in PE lessons			
To improve the teaching across the school of key skills in all PE lessons. <ul style="list-style-type: none"> - Teacher questionnaire to ascertain subject knowledge and confidence to deliver elements of the PE curriculum. - Sports coach to deliver a custom training package for teachers linked to the identified areas. - Introduce skills grids for PE to improve awareness of end of stage expectations. - Identify specific skills for each area of PE - Engage the support of parents through running articles in the school newsletter - Invite member of the governing body to observe PE session with specialist teacher. 	<ul style="list-style-type: none"> - Raise attainment and progress in PE - Increase participation in PE through a wide range of quality provision - Ensure all staff have access to high quality professional development - Create a challenging environment that will enable every child to fulfil their potential Accelerate progress and attainment in PE	£ 50 questionnaire £4000 Sports coach £500 Skill grid resources	<ul style="list-style-type: none"> - Lesson observations indicate all pupils make progress and are challenged to reach their potential. - Teachers show an increase in confidence in delivering the PE curriculum. (as evidenced in questionnaires) - Teachers show a greater understanding of the skill required for different sporting activities. - Pupils report that PE lessons are active, enjoyable and share the skills they have improved. - Governors will have a good understanding of the custom training being delivered with the impact on learning.
To develop peer and self-assessment in PE lessons <ul style="list-style-type: none"> - launch intra school competition during staff meeting and whole school assembly - Teachers identify opportunities to peer and self-assess in planning as part of intra school competition - Monitor and evaluate the intra school competition, collect ideas for assessment to create a record - Create a competition board including the intra school competition results - Ask a different class each half term to write a report for the newsletter about what they did in the class competition - Publish intra school results on school website 	<ul style="list-style-type: none"> - Enable all pupils to participate in a range of competitive sports - Create a challenging environment that will enable every child to fulfil their potential To develop peer and self-assessment as a learning tool in PE lessons	£200	<ul style="list-style-type: none"> - Children assess their own and others learning and use this to improve elements of their performance. - Teacher professional development to moderate assessments to secure accurate judgements - Raise profile of PE with an intra school competition display. - Intra school sport scores will be shared with parents and governors through newsletter reports and website updates.

Develop record keeping and tracking system - Baseline fitness assessment to be made in September and repeated in January and July - Implement assessments for PE - Track progress of children - Teachers collect evidence of attainment in class and notes for case study for 3 children in each class. - Invite member of the governing body to look at evidence books for PE	- Raise attainment and progress in PE - Ensure all staff have access to high quality professional development To use assessment as a tool to inform planning.	£200	- Teachers assess attainment against age related expectations. - Attainment is moderated within phase groups to ensure accuracy. - Gifted and Talented children are identified - All teachers are aware of attainment and progress to precisely plan next steps in learning. - Governors are aware of attainment and progress in PE.
To increase participation in school sports and competitions			
Launch whole school intra school competition - Launch the competition in a whole school assembly. - Share recording sheet with staff. - Support staff with ideas for competition at the end of each half term. - One class each half term to write a report for the newsletter about their class competition. - Involve the school council in collecting data for the intra school competition. - Update display board following each competition. - Publish intra school results on school website and newsletter - Organise whole school cross country tournament three times during the year	- Enable all pupils to participate in a range of competitive sports - Create a challenging environment that will enable every child to fulfil their potential - Provide free places for pupil premium children To give all children access to intra school sports competition.	£200	- Children engage in peer and self-assessment at the end of each unit of work. - Children able to compete against other children of the same age. - A colour team will win the sports trophy each year. - A colour team will win the intra school cross country trophy each year
Attend inter school competitions - Create a calendar of inter school competitions in consultation with staff - Organise teams and letters for teams entering competitions - Promote participation in school assemblies and on the sporting stars board - Advertise events - Make links in LTP to enable children to work towards competitive events - Purchase a new football team kit - Purchase new vest for inter school competitions	- Enable all pupils to participate in a range of competitive sports - Create a challenging environment that will enable every child to fulfil their potential - Provide free spaces for pupil premium children To provide access to inter school competition	£1,000	- Children will have opportunity to compete in a competitive situation including athletics, football and cross country. - More able, gifted and talented children will have access to further competitions in order to challenge and demonstrate their skills eg. inter district and national competitions - Children will have pride in their presentation when attending inter school sport competitions.
Introduce a wider range of extra-curricular sports opportunities delivered by qualified coaches. - Facilitate an additional coach to allow the football team to practise for competitions - Monitor lunchtime coaches - Meet with school council to find what sporting clubs children in KS1 and KS2 would like opportunities for - Facilitate new clubs - Provide BASE badges for children attending clubs - Develop greater participation by pupil premium children and those who are under-represented in sports participation.	- Increase participation in PE through a wide range of quality provision - Create a challenging environment that will enable every child to fulfil their potential - Provide free spaces for pupil premium children To raise participation in additional school sports.	£1,500	- More able footballers will be able to train together - Children will have access to a wider range of sporting opportunities. - Coaches will deliver a well-structured sports club building skills. - Barriers to participation will be lifted by funding PPP to attend clubs so that 100% of PPP will attend a club this year. - Children will receive a BASE badge and gain points towards the intra school competition by participating in the club - Gifted and talented children will be identified
NB: Whilst many of our highly focussed short term initiatives have shown good success, a number of our initiatives are designed to be 'cumulative in their impact' i.e. we will show significant success over time and across many aspects of the child's life.			

Current Impact Statement - 2016-17

Updated on a termly basis

- Raise attainment and progress in PE

Term 1 – PE planning shows a progression in skills. Ideas are being developed and used to ensure all pupils are active during lessons. Learning folders are being introduced to document progress of benchmark children in each year group.

Term 2 – Learning folders are being completed with post it note evidence and some photographs. AN online planning and tracking resource has been purchased to support staff in delivering differentiated skills for pupils and tracking progress for benchmark children initially with the intention of tracking all pupils.

- Increase participation in PE through a wide range of quality provision

Term 1 – Timetabled PE allows children to have 2 hours of organised activities each week. This is made up of 1hr 40m curriculum time and 20 minutes of organised physical activity delivered by sports coaches during lunchtime. There is now a greater range of sports activities organised for lunchtime which has had an impact on the children taking part. Children who are less active at lunchtime are being identified by MDS staff and sports coaches who are working together to increase participation.

Term 2 – Pupils have been asked about their preferences at lunchtime and new resources to support this have been ordered. Reluctant children have been targeted to become leaders supporting younger children to participate in sport during lunchtime. After school clubs continue to be well subscribed.

- Ensure all staff have access to high quality professional development which will result in an improvement in the teaching and learning of PE skills

Term 1 – James Dormand continues to support 2 members of staff. Staff feedback from these sessions shows impact on planning and awareness of the children's abilities. Work has been done on developing ideas for engaging children and providing appropriate challenge for more able pupils.

Term 2 – Teachers continue to engage in bespoke training. This has had most impact when delivering skills based lesson in games. Teachers are confident to share ideas with colleagues.

- Enable all pupils to participate in a range of competitive sports

Term 1 – This term all classes have been involved in the intra school sports competition, competing as part of their colour group. There have been inter school competitions for football, cross-country, sportshall athletics and infant agility. Sports clubs at school have supported pupils with football, dodgeball and multi-sports. Additional provision has allowed a separate club for the football team.

Term 2 – Pupils are enthusiastic about their intra school competitions with many coming to find me to report their results. Inter school competitions have included football, swimming and cross country.

Create a challenging environment that will enable every child to fulfil their potential

Term 1 – Planning shows differentiation in skills and expectations for children within PE. There are links made to age related expectations in PE lesson. Children have been selected to represent our school in a variety of sports competitions during the term. New provision has allowed our football team to train on a weekly basis.

Term 2 – A new planning resource has been purchased which will further support staff in differentiating skills for pupils in PE. This includes different ways to challenge more able pupils. We have had greater success in intra school competitions this term. Following the cross country races we had four girls selected to attend the inter-district cross country race, three of which progressed to the Northern Area trials.