



All Saints

Church of England Primary School

Sports Premium

2015-2016

Introduction and Context

What is the Sport Premium Funding?

The government has pledged £150 million per annum to support P.E and school sport in primary schools. The Sport Premium Funding is ring-fenced and therefore can **only** be spent on provision for P.E and sport in schools. This funding is being jointly provided by the Departments for Education, Health and Culture, Media and Sport. The government has also announced a further commitment to P.E and sport until 2020.

We will be held accountable for how we have used the additional funding to support pupils progress and participation in P.E and school sport. We are required to publish on line information about how we have used the additional funding, including details about our sporting provision alongside curriculum details. This will ensure that parents, carers and others are made fully aware of the P.E and sporting opportunities available to children at All Saints.

How is the Sport Premium Funding allocated?

The Sport Premium funding is allocated to each individual school by the payment of a lump sum. Schools with over 17 pupils are allocated a lump sum fund of £8,000 and then £5.00 per child in Y1-Y6. All Saints Primary School have received:

INCOME		
ACADEMIC YEARS	£	
SEPTEMBER 2013 - AUGUST 2014	8830.00	
SEPTEMBER 2014 - AUGUST 2015	8845.00	
SEPTEMBER 2015 - AUGUST 2016	8850.00	
SEPTEMBER 2016 - AUGUST 2017*	8850.00	35,375.00

**Anticipated funding*

How should the Sport Premium Funding be spent?

The government has recommended,

“Schools can choose how they use the funding, for example to:

- hire specialist PE teachers or qualified sports coaches to work with primary teachers during PE lessons*
- support and involve the least active children by running after-school sports clubs and holiday clubs, e.g. the [Change4Life](#) clubs*
- provide resources and training courses in PE and sport for teachers*
- run sport competitions or increase pupils’ participation in the [School Games](#)*
- run sports activities with other schools.” (DFE website).*

How All Saints spends the Sport Premium Funding?

Sustainability:

At All Saints we aim to use this money to create a sustainable curriculum for all pupils. Therefore some of the money provided by the funding will be invested in the professional development of staff and as a result should enhance the quality of teaching for all children. We have employed specialist coaches, through Elite Sports, to work in our school and employed a PE apprentice, through our links with Whitley Academy, for two terms. Elite coaches work 10 hours each week as well as run after-school clubs to widen the opportunities the children have to participate in sport. Due to the influence and expertise of this specialism, all teachers have the opportunity to develop their teaching of P.E and teach alongside a P.E specialist to increase their knowledge, skills and confidence. This partnership with Elite is successfully continuing for the academic year 2016/17.

In order to create a sustainable approach to P.E, assessment frameworks need to be constantly updated to ensure accurate assessments of all children. Our aim, this year, is to work alongside Elite and to make further and continuing assessment using the frameworks in place, which meet the criteria of the curriculum, to enable staff to easily evaluate the skill level and progress of each child in their class. This will also support teachers in teaching and allow them to create targets for children in P.E lessons.

Participation:

In addition to creating a sustainable P.E environment, All Saints aspires to engage as many pupils as possible in extra-curricular activities. Consequently we have used part of the funding to employ outside coaches to run after-school clubs in which the children can participate. We hope that children will broaden their experiences by participating in these clubs and become more enthusiastic about P.E and sport.

After school clubs have been additional to teacher led clubs and have focused on extra-curricular in both KS1 and KS2 – multi-sports, archery and football. These clubs have allowed children to engage and participate in sports, which otherwise they would not have had the opportunity to do so.

Excellence:

As a result of developing more extra-curricular clubs, we like children to have the opportunity to compete against other schools in the local area. Therefore we chose to be part of the School Games Competitions in our local area. This means that children have an opportunities to compete and to experience how it feels to participate in competitive sport.

Schools Games competitions are an excellent way to become involved in intra-competitive sport. The children have benefitted from increased opportunities to trial sports before choosing a team to compete, which has also allowed for opportunities for G&T children to be identified as well as showcase their skills in competition.

In 2015-2016, we competed in new events, which we had not entered for a few years; for example the Y5/6 athletics, Y1/2 multi-skills competitions, Y4 Football Tournament.

There was the creation of both football and netball teams, that played a number of games against other local schools.

Successful enterprises, introduced so far are the 'Fund-raising Committee' and the Y6 Enterprise Project. These children organised and led a number of sporting events on the school calendar, including the NSPCC increased activity event, the Road to Rio Dance Workshops, Ricky's Dance Workshops. In partnership with Blue Coat school/Elite Sports, BTEC students have helped to engage children on the playground at lunchtimes to increase their participation in physical activity because of their motivation, enthusiasm and presence.

We have also engaged with some sports research projects with Coventry University, which is raising the profile of P.E and sports in the school. As a result of one of the projects, the school had access to an England Netball

player, who then led some of our netball extra-curricular clubs. This also raised the aspirations of some of our children. We are looking forward to continuing this partnership in future years.

EXPENDITURE	
ACADEMIC YEARS	£
SEPTEMBER 2013 -AUGUST 2014	7350
SEPTEMBER 2014 -AUGUST 2015	8940
SEPTEMBER 2015 -AUGUST 2016	10931
SEPTEMBER 2016 –AUGUST 2017*	9682
	36903

**Anticipated expenditure*

PLANNED ACTIVITY/EXPENDITURE 2016/17*	COST (£)
PE resources	500
Subscription to Coventry School Games	250
Transport for competitions and sports events	200
Staff Training	1500
Outdoor Educations visits	0
Specialist sports coaching	7022
Sports trophies and awards	100
Extra-Curricular Activities	0
Memberships and affiliations	50
	9682

What impact has the Sport Premium Funding had on P.E and school sport?

We will evaluate the impact of the Sports Premium Funding as part of our normal self-evaluation arrangements. We will look at how well we use our Sport Premium Funding to improve the quality of P.E and sporting provision, including increasing participation in PE and sport so that all pupils develop healthy lifestyles and reach the performance levels they are capable of.

Measuring the impact of the activities provided with Sports Premium Funding can be achieved in different ways. Staff feedback and pupil voice will all provide evidence of impact for the Sports Premium Funding. Below is a summary of the findings from 2015/16.

Staff:

- Raised profile of the teaching of P.E. across the school.
- Confidence is increasing in teaching P.E.
- Specialist P.E coaches have enabled staff to increase their ideas and knowledge of teaching P.E.
- Staff have reported an increase in children's physical activity levels, enjoyment and skills.

Children's responses:

- Children are enjoying P.E more now as it is more challenging, fun and active.
- Children have said that they have learnt how to work as a team.
- They are enjoying the opportunities to participate in sports in after-school clubs.

Pupil Voice:

- "My favourite sport is after school clubs because it gives me extra time to keep myself fit" (Year 3 child).
- "PE is really good. We have more time to learn how to do things better – I now know how to throw a ball correctly and it now doesn't hurt my shoulder because I was shown *how* to use my shoulder when I throw." (Year 6 child).
- "In PE we have been learning about how to play Handball – I now know the rules of the game and we all play it much better." (Year 6 child).
- "I went to Multi-Sports and Fun Fitness after school – we learned some different games and we played in teams!" (Year 2 child).
- "PE is really good fun now!" (Year 4 child).

We will also look at progress in PE as well as other areas of development such as self-esteem, confidence and the numbers of pupils involved in sporting activities in and out of school. We feel that the measurement of impact upon attainment will develop over the next 2 years. We aim to adequately support all of our teachers by providing a tailored approach. Therefore this support will be given at different points of the year to different staff members. As a school we would hope to see improvements in the children's progress in P.E. We will also evaluate the impact of professional development opportunities in improving teaching and learning in P.E.