



SPORTS FUNDING
EXPENDITURE
REPORT

September 2017 - March 2018

2017 – 2018 PE and sport premium funding report

Funding received			
No. eligible pupils: 265		Total amount received:	
Objectives			
Objectives of spending the PE grant: <ul style="list-style-type: none"> Increase pupil participation in competitions, interschool sport and events. Instil in pupils a love of sport and physical activity. Improve resources to support PE, including transport and equipment. Broaden the sporting opportunity available to pupils. Deepen Teachers knowledge in the delivery of PE at KS1 			
Breakdown of spending			
Objective:	Activity:	Cost:	Impact:
Increase pupil participation in competitions, interschool sport and events.	Football, Cross Country, Hockey, Basketball, Sports Hall Athletics, Key Steps Gymnastics, Netball, Cheerleading, SY Games, Tag Rugby, Orienteering, Rounders, Tri-Golf, Mini Tennis, Drax Cricket, Girls Cricket, Kwik Cricket, Outdoor Athletics, Swimming. Matball (KS1) Multi Skills (EIS KS1) Indoor & Outdoor Athletics (KS1)	£	<ul style="list-style-type: none"> Increased participation showing 100% attendance & success in competitive inter-sport with success in family, partnership & South Yorkshire level competition Whole KS2 involvement in intra-competition following every block of 6 weeks varying the competition year on year No of children involved in competition increased across KS2 Broadened sporting opportunities to all KS1 & KS2 Increased KS1 Inter & Intra competitions continue this year therefore showing increased number of children taking part Children swim in Y4 & any children who do not achieve the National Curriculum Requirement will continue until the required level is met.
To instil in pupils a love of sport and physical activity	Specialist PE staff in KS2 x 2 - 4hrs/wk plus BG PE specialist teacher Specialist Cheerleading coach x 5 sessions		<ul style="list-style-type: none"> Increased in skill levels and confidence in selecting and applying skills learned as seen in lesson times &

			<p>assessments</p> <ul style="list-style-type: none"> • Extracurricular participation increased • Non participation is negligible less than 3% • Increased positive attitude across the board & including special needs children • Full engagement in lessons • Younger pupils showing a positive attitude to PE & increased participation with lower key stage pupils becoming more confident when developing skills & beginning to apply their knowledge to other areas as well as increasing their independence • Staff confidence, including HLTA & TA's plus subject knowledge continues to improve across KS1 staff with new staff working closely with KS1 staff to ensure progression through planning
Total spend on objective:		£	
Improve resources to support PE, including transport and equipment.	Transport to Cross Country Rotherham, Multi Skills EIS, SY Games EIS x 2 Cheerleading x 1	£	Resources replaced as required with replacements of good quality items Transport to events e.g EIS Cheerleading coach x 5 sessions
	Tennis balls, soft javelins, hockey sticks, coloured team tabards, stop watches	£	
Total spend on objective:		£	
Spend remaining:		£	

Impact of premium use

<p>Impact on pupils' participation:</p>	<p>Full participation is normal across KS2 with very few children being excused for illness or injury (less than 5%) & is documented weekly – specialist staff bring excellent subject knowledge & introduce new skills through consultation with BGP PE staff – the number of children failing to bring kit is very low & kit is available for children who struggle – water bottles are carried by all children in lessons & they understand the importance of hydration when involved in physical activity & how exercise & nutrition affect the whole body-identification of children with additional needs e.g. gross & fine motor skills, in order to create interventions to address needs & encourage practise & knowledge – interventions for behavioural issues are met appropriately with agreed activities involving class teachers & SENCO- all children are fully engaged in lessons by non-physical participants who are engaged in roles such as umpires/referees, or writing PE blogs, posters for display etc– sportsmanship & sporting values are fully encouraged & displayed by the children – it can be seen that the percentage of festivals attended has continued to remain at 100% & movement through family festivals into partnership & South Yorkshire games has been great - the number of children taking part has followed the same pattern.</p> <p>KS1 acquiring & developing skills have increased in general, as has the ability to begin to simple selecting & applying skills along with creating a positive attitude to PE as a whole. They are becoming confident performers and evaluate their own work. Children also understand more of the health issues of being active & eating healthily.</p>
<p>Impact on pupils' attainment:</p>	<p>Attainment levels have increased substantially since funding was made available – specialist PE staff from the local secondary school with excellent subject knowledge deliver lessons alongside the school specialist & the model being followed in KS2 has facilitated greater understanding & acquiring of skills, using & applying, evaluating their own & others work & performing – all children are much more confident in their own performance – it has also developed organisational skills & the ability to work co-operatively – it allowed children to display leadership roles & assist in the organisation of competitions both inter & intra as well as during lesson time, with a Sports Crew working alongside the specialist PE TA, monitoring kit & ensuring participants are available for teams, publicising team sheets, ensure certificates are completed in time for achievement assembly etc</p> <p>After receiving specialist PE delivery KS1 teachers have shown increased subject knowledge which has increased attainment in the majority of children & has allowed KS1 staff to consistently improve their own delivery of the PE curriculum.</p> <p>We are currently implementing Active Learning across school from EYFS to Y6 aiming to improve the quality of teaching & therefore impact on pupil's attainment by being ready for learning through the use of physical activity.</p> <p>As a result of specialist courses being attended by Specialist PE TA & Young Leaders the active playtimes & lunchtimes has resulted in a decline in behavioural issues therefore the majority of these issues are promptly dealt with meaning children return to class ready for learning.</p>
<p>How the premium has allowed pupils to develop active lifestyles:</p>	<p>The majority of pupils have recognised the impact of good PE & active lifestyles through discrete teaching of healthy diet, impact of exercise on the body, what it means to be healthy & so children have a well-rounded attitude towards their lifestyle with an increased number of children taking part in after school clubs & using local sports clubs – Change for Life & Playground Leaders courses were attended by the Specialist PE teaching assistant & a number of pupils to be responsible for it (TA led) - to be used at playtime & lunchtimes in order to foster further participation especially in KS1 .Young leaders are also working with KS1 pupils which has led to a more structured & inclusive playtime & lunchtimes, this has meant that pupils are developing a more active lifestyle.</p>

<p>How the school will sustain the improvements:</p>	<p>The PE model for KS2 will remain in place for the next academic year with specialist staff being an integral part of teaching and the introduction of new skills as staff see fit – the festivals calendar is being maintained and full participation is anticipated – any CPD opportunities will be considered carefully & attended to meet school, pupils & staff needs. The PE specialist TA also means that there is continuity & children are still able to take part in competition when the PE specialist is not in school.</p> <p>The Specialist PE teaching assistant is being upskilled to work alongside the PE staff to give support where needed & to be available to lead groups when necessary in order to maintain consistency</p> <p>A plan is being put into place in which a range of taster sessions will be held in a range of non-traditional sports, such as martial arts, Zumba, skipping etc This will allow children to experience a range of opportunities & to make an informed decision about the type of activity they would like to engage in. This could lead to implementation of different after school clubs but also to channel children to the relevant local club.</p>
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