

P.E and Sport Premium Funding Report – 2017/2018

What is the sports premium funding?

In April 2013, the Government announced new funding of £150 million for Physical Education (PE) and sport. This funding should be used to improve the quality and breadth of PE and Sport provision. This funding is ring fenced to be used for sport specific areas to make an impact in Physical Education and Sport in schools. Schools are free to determine how best to use this funding to improve the quality and breadth of PE and Sport provision, including increasing participation in PE and Sport so that all pupils develop healthy lifestyles and reach the performance levels they are capable of.

How the funding can be spent:

Schools must use the P.E and sports premium funding to make additional and sustainable improvements to the quality of PE and sport you offer.

This means that the premium must be used to:

- develop or add to the PE and sport activities that your school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

There are 5 key indicators that schools should expect to see improvement across:

- the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school

- the profile of PE and sport is raised across the school as a tool for whole-school improvement
- increased confidence, knowledge and skills of all staff in teaching PE and sport
- broader experience of a range of sports and activities offered to all pupils
- increased participation in competitive sport

For the academic year 2017/2018 the school will receive £18,120 P.E and sport premium funding. The funding will have the following main aims:

1. To develop or add to the P.E already in place at school
2. To make improvements for future pupils
3. To increase the opportunities for pupils to experience in P.E

Sports Premium Funding

Sports Premium Received 2017/2018:

Sports Premium Grant = £18,120

Sports Premium Grant / Phonic Moderation = £400

Total Funding Received: £18,520

Sports Premium Expenditure:

Total Funding Expenditure to Date: £12, 896.22

Swimming:

The total of year 6 pupils who can swim competently, confidently and proficiently over a distance of at least 25 metres, using a range of strokes is 81%.

| Aim | Item and Actions to Achieve | Impact | Sustainability and Next Steps |
|--|--|---|---|
| <p>To increase the engagement of all pupils in regular physical activity.</p> <p>43 % of this year's Sports Premium spend was spent on this key indicator.</p> | <p>New schemes of work created to ensure a more inclusive and up to date curriculum.</p> | <p>Staff are now confident and competent in delivering high quality PE. Good practice is shared and feedback sought. There is a sound assessment process which staff are confident to use.</p> <p>The training also provided resources that will benefit the delivery of this unit.</p> <p>An improved attitude towards learning in PE and new sports introduced into the timetable has impacted on attainment.</p> <p>Most staff are confident in using a range of teaching and learning styles.</p> <p>These changes have ensured</p> | <p>Monitoring will help to ensure that PE is taught at a high standard and that all pupils are engaged and challenged.</p> <p>A growth in alternative sports.</p> <p>Scheme to be implemented and adapted where needed.</p> |

| | | | |
|--|------------------------------------|--|--|
| | <p>Outdoor Table Tennis Tables</p> | <p>that the curriculum changes have now been put into place and the correct topics are being covered. It has also ensured pupils are getting the opportunity to take part in a wide variety of sports within their PE curriculum.</p> <p>See appendix 1 for the Key Stage 2 P.E questionnaire summary.</p> <p>The new table tennis tables have ensured that pupils can be active all year round during break and lunchtimes.</p> <p>Each year group has the opportunity throughout the week to play table tennis at break time or lunchtime. This has enabled the school to achieve the expected 30 minute target of physical activity provided to each pupil per day, a key target in the Childhood Obesity strategy.</p> | <p>Further inter-form table tennis competitions.</p> <p>Use of the table-tennis tables within lessons.</p> |
|--|------------------------------------|--|--|

| | | | |
|--|--------------------------------------|---|--|
| | <p>Attend Sports Lunchtime Clubs</p> | <p>Due to the new tables being installed, the children are able to take part in competition and compete against other pupils and learn the valuable skills of winning and losing and contributing as part of a team.</p> <p>We have also organised inter-form competitions. The competitions have increased pupil motivation, enhanced a positive attitude and engagement towards competition.</p> <p>It has created an opportunity for pupils to compete and improve their skills and provide an incentive for children to continue playing or attending an extra-curricular club.</p> <p>It has improved the standard of pupil performance and raised the profile of PE around school.</p> <p>During the summer term, attend sports have been into school to deliver a range of fun, active multi-skills games on a Tuesday</p> | <p>Purchase more sports equipment for lunchtime use.</p> |
|--|--------------------------------------|---|--|

| | | | |
|--|---|--|---|
| | | <p>and Thursday lunchtime, aimed at KS2 pupils.</p> <p>The aim of the club was to ensure that pupils are active and having fun during their lunchtimes and have an alternative provision provided for them to take part in.</p> <p>Pupils were not required to get changed, and could take part in both traditional and traditional PE games.</p> <p>The amount of pupils attending the clubs ranged from 24 (7/6/2018) to 36 (3/7/2018).</p> <p>The club was also attended by 5 year 7 pupils who were undertaking playground leadership training so that they can actively lead games and activities under the supervision of a teacher next year.</p> | <p>Sports Leaders to lead games and activities during lunchtimes after completing playground leader training. This will be lead under teacher supervision.</p> <p>Attend sports to return in summer 2019 to deliver sessions to KS2. Also, to ensure that more sports council representatives are playground leadership trained to deliver sports activities.</p> |
| The profile of PE and sport being raised | Breakout day – Pupils took part in a range of | All pupils were physically active and participated in a range of | To celebrate pupils sporting achievements in whole-school assemblies |

| | | | |
|--|---|---|--|
| <p>across the school as a tool for whole school improvement.</p> <p>12 % of this year's Sports Premium spend was spent on this key indicator.</p> | <p>alternative sporting activities for the day to demonstrate the importance of being active. It also introduced pupils to new and exciting sports that they had not participated in before. Pupils attended school in their PE kit and took part in activities such as yoga, climbing, Bollywood dancing, boxercise, archery, army cadets and cheerleading.</p> <p>Sessions were delivered by school staff and also outside coaching agencies.</p> | <p>alternative sorts delivered by specialised coaches. The coaches managed to engage with pupils who do not always enjoy P.E.</p> <p>The coaches provided high quality teaching to enable our pupils to take part in alternative sports which they may not have been able to do during curriculum time. This presented all pupils with new opportunities for them to participate in.</p> <p>Staff learnt how to deliver an alternative sport in a fun and challenging way.</p> <p>Pupils gain expertise and skills from a qualified coach in a sport new to them. It also helped to increase and promote enthusiasm, motivation and participation in sport.</p> <p>From the breakout day we gave form teachers evaluation</p> | <p>and recognise success across all year groups.</p> |
|--|---|---|--|

forms to record the impact of the day from the pupils. We received 286 responses. 73% of pupils enjoyed the day and would like to do them again. 66% of pupils thought breakout day was enjoyable and 58% of pupils liked that they could try new sports and challenge themselves. 137 pupils reported that they felt more confident about trying new activities and 147 pupils thought the day was exciting. See appendix 2 to view the data produced.

Most comments indicated that the climbing wall, the trampolines, the yoga and archery were the biggest hits but that they really enjoyed doing something different and challenging. A lot of them found it motivating.

Another positive from breakout day has been that 5 pupils have now joined a local

| | | | |
|--|---|--|--|
| | | cheerleading group following their introduction to this activity on breakout day. | |
| <p>To increase confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>3 % of this year's Sports Premium spend was spent on this key indicator.</p> | Staff to attend a Handball and Clubbercise teachers course. | <p>Teachers have attended a handball course to allow them to improve their confidence in delivering handball within the curriculum.</p> <p>This now ensures that teachers are delivering high quality handball lessons which are planned, assessed and delivered effectively.</p> <p>This has ensured that the standard of pupil performance in Handball has increased.</p> <p>One member of the PE department took part in a Clubbercise teachers course. The staff member has since been able to deliver CPD to other PE staff on Clubbercise, and how to best deliver sessions.</p> | <p>To audit part-time department staff knowledge and understanding of the curriculum and then find CPD training opportunities for them to attend to ensure high quality P.E is delivered throughout the whole curriculum.</p> <p>Further CPD of clubbercise to all PE staff.</p> |

| | | | |
|----------------|----------------------|--|--------------------------------------|
| | | <p>It has also allowed the PE curriculum to be expanded and the Dance unit to have a new strand incorporated.</p> <p>The staff member also delivered a sponsored “dance-a-thon day” where each class were sponsored to take part in a one hour Clubbercise session for sports relief. This helped to raise the profile of PE within the school as well as raising money for charity. £2555.13 was raised by staff, pupils and parents.</p> <p>An extra-curricular club has been developed due to the success of the sports relief Clubbercise day and also through Clubbercise being delivered in lessons. Around 20 students attend each Tuesday lunchtime.</p> | |
| To broaden the | Teacher and external | Bee Active delivers a multi-skills | To use the sports premium funding to |

| | | | |
|--|---|---|---|
| <p>experiences of a range of sports and activities offered to all pupils.</p> <p>25 % of this year's Sports Premium spend was spent on this key indicator.</p> | <p>agencies are continuing to deliver extra-curricular clubs – Leek Hockey club, Bee Active, Indoor Athletics, Table Tennis.</p> <p>Children are attending these clubs.</p> | <p>club each Monday in which 14 pupils attend. Every morning from 8.00am-8.30am we have on average 16 KS2 pupils who take part in a table tennis club. We currently have 14 pupils who take part in a hockey club each Thursday night at Leek High School and 10 pupils take part in an indoor athletics club.</p> <p>These clubs have allowed pupils to take part in extra sport and keep active whilst improving their skills.</p> <p>The Leek Hockey club has been vital in training the children ready for a hockey fixture later in the year. It has also allowed the school to create strong club links where pupils can attend. 3 Pupils have now gone on to represent Leek Hockey club.</p> <p>Coaches have worked with teachers supporting the club to ensure they are now confident</p> | <p>enable more sports coaches to run clubs before, during and after school.</p> <p>Encourage the less active, SEND, vulnerable and pupil premium pupils to take part in the clubs provided.</p> <p>Inactive pupils for this academic year still need to be identified and invited to these clubs.</p> <p>Teachers need to continue to provide and promote these opportunities to all pupils to increase activity.</p> <p>Further opportunities for G&T pupils to be challenged within specific clubs or go on trips to ensure they progress their skills with confidence.</p> <p>Further clubs planned to be organised and delivered by teachers are: gymnastics, futsal, badminton, girls football, cricket and tennis.</p> <p>To develop the sports council to plan competitions within school.</p> |
|--|---|---|---|

| | | | |
|--|--|--|--|
| | | <p>and competent in delivering hockey within the timetable. Coaches have been effective in giving teaching staff confidence and strategies to deliver hockey.</p> <p>The range of extra-curricular clubs have increased and includes those requested by the pupil and sport council.</p> <p>The knock on effect of engagement, enjoyment attendance and behaviour is clearly measurable in other school activities.</p> <p>This has been a sustainable spend as staff have developed new lesson plans from the coach and pupils have been enthused by how the sessions have been delivered.</p> <p>See breakout day for sport.</p> | <p>To use the PE survey to highlight the amount of pupils that do not participate in extra-curricular sport and work towards enabling them to do so.</p> |
|--|--|--|--|

| | | | |
|--|--|--|--|
| | <p>To develop the PE curriculum and add to PE already in school - New equipment for cricket, gymnastics, tennis, dance</p> | <p>Equipment has been updated to ensure high expectations and the delivery of high quality PE and sport for our pupils so that they are inspired and challenged.</p> <p>It has enabled staff to deliver a more precise lesson with the aid of better resources.</p> <p>New equipment has increased pupil participation and interest in activities.</p> <p>The new equipment has also helped to broaden our curriculum by introducing new sports into the timetable (badminton in multi-skills) and also allowed us to deliver new areas of gymnastics (beams, therefore creating new opportunities for pupils to experience.</p> | <p>Maintain new equipment through safely storing equipment to reduce costs.</p> <p>To risk assess new equipment and provide CPD for staff to use the equipment.</p> <p>To monitor the need for additional equipment and also highlight any areas to bring new equipment into the curriculum.</p> |
|--|--|--|--|

| | | | |
|--|--|--|--|
| | <p>To provide additional space to teach PE indoors - Refurbish the fitness suite so that KS2 pupils can gain access.</p> | <p>We decided to refurbish the fitness suite so that when the weather is inclement and the playing fields are out of action, there is still an area where pupils can be active.</p> <p>Previously if we have had a large group, we have had to deliver classroom based lessons due to shortage of space.</p> <p>The impact has been fantastic as we have had an increase in activity and participation levels in lessons as pupils have more space to perform.</p> <p>Pupils have developed their knowledge of healthy and activity lifestyles and the benefits of exercising regularly.</p> <p>Pupils were enthusiastic and enjoyed using the new</p> | <p>Purchase further fitness equipment applicable to KS2 pupils.</p> <p>Further CPD for staff working in the fitness suite.</p> <p>Induction to how to use the fitness equipment for the new year 5 pupils.</p> |
|--|--|--|--|

| | | | |
|---|--|--|---|
| | | <p>equipment and have developed new ways of maintaining and improving their fitness. Pupils have developed a keen interest in fitness.</p> <p>It has also lead to a new extra-curricular club being developed.</p> | |
| <p>To provide additional provisions for swimming.</p> <p>17 % of this year's Sports Premium spend was spent on this key indicator.</p> | <p>Weekly swimming lessons were arranged for pupils identified from their first schools that could not swim 25 metres without the use of an aid and also use a range of strokes.</p> <p>Pupils are transported to Brough Park where they take part in lessons lead by a qualified swimming instructor.</p> | <p>40 pupils from year 5 were identified as not meeting the criteria from first school. From this pupils were placed into the groups of 14.</p> <p>Pupils water confidence, safety and swimming ability has improved. Pupils have made clear progress.</p> <p>From last year's year 5 cohort, 32 pupils attended swimming lessons. 96% of pupils had achieved the goldfish award. By the end of the year, 40% could swim the National Requirement of 25 metres without the use of an aid. 26</p> | <p>To provide further support to pupils who have not met the national requirements for swimming.</p> <p>To communicate more effectively with first schools into identifying these pupils.</p> <p>Pupils who fail to meet the 25m standard in year 5 to repeat swimming lessons in year 6.</p> |

pupils could perform the 10m swim without the use of an aid and 16 pupils had achieved the turtle award.

Pupils have enjoyed developing their swimming skills and have benefitted from having more personalised feedback in a smaller group. The pupils have also reacted well to their expert coach and have developed new strokes and improved on previous techniques. The smaller groups have also ensured pupils have more intense lessons with greater activity.

Ensures children are confident with a lifesaving skill.

This has enabled and encouraged pupils to take part in swimming when they may not otherwise have been able to do.

Staff have developed their

| | | | |
|--|--|-------------------------------------|--|
| | | knowledge and supported the pupils. | |
|--|--|-------------------------------------|--|

Appendix 1 – Key Stage 2 Questionnaire Results

A random sample of Key Stage 2 pupils took part in a questionnaire, which was designed to investigate pupils` opinions regarding P.E at Churnet View Middle School. This was done in order to gain greater understanding of what changes they wish to be implemented into the curriculum.

The findings from the survey were thus:

- 57 pupils participated in the questionnaire, with 53% commenting that they enjoy P.E all of the time.
- 19 pupils stated that they were specifically keen on experiencing new sports in P.E
- 11 students enjoyed the active element of the subject.
- 68% of pupils felt that they were confident in P.E
- 86% voted that they school had good resources and equipment.
- Pupils highlighted football and gymnastics as the most popular units to study.
- Pupils commented that they would like to see more gymnastics equipment purchased (the P.E department will now look into this.)
- P.E was rated 4.25 stars out of 5 for student satisfaction

- 60% of pupils felt as if they had made good progress in P.E so far this year
- 81% stating that they could achieve this through lessons and extra-curricular clubs.

As part of the survey, participation and enjoyment of extra-curricular clubs was also investigated. This part of the survey revealed that:

- 77% of pupils felt as if there were enough opportunities to take part in sports clubs at school, however only 21% of pupils who took part in the questionnaire did so.
- Pupils felt that the main reason that they couldn't take part in clubs was down to a lack of time.
- Pupils were asked what clubs they would like to see launched at school with gymnastics, cheerleading and dodgeball being the most voted.

To summarise, pupils were also asked to mention any highlights from their lessons this year. Several pupils mentioned "football lessons". P.E seems to be a favoured subject at Churnet View. This was demonstrated in the answers to another question, where pupils were also asked to describe P.E at Churnet View. One year 5 pupil commented that they felt "happy and good" about P.E. Likewise, another said "amazing!" One year 6 pupil was quoted to have said "fun, active and enjoyable". Finally, pupils were asked to give the P.E department additional feedback, in order to aid the progress of the subject.

Please see the comments below, from a range of pupils, on their thoughts about P.E:

"I love PE at Churnet View; it gets children fit and active and learns people more sports skills or gets them into new sports." (A year 5 pupil).

"Very good P.E I think it is amazing." (A year 5 pupil).

"I feel confident in P.E and I enjoy the lessons." (A year 6 pupil).

"I really enjoy my P.E and I think we have amazing teachers here at Churnet View." (A year 6 pupil).

"I like having my opinion heard and maybe being able to have some new sports." (Year 6 student).

"P.E lessons are very fun and it is enjoyable." (Year 6 student).

It is felt that the questionnaire was a great success amongst the students, and it has now allowed the P.E department to influence certain changes, so that the pupils voice has been heard and acted upon. The department will seek to do this again in the future. We will continue to monitor the impact of clubs, whilst also helping to direct spending for extra-curricular clubs and equipment.

Appendix 2 - Breakout Day Data

- I have tried new things and challenged myself
- I feel more confident about trying new things
- Today was engaging
- Today was motivating
- The activities were exciting
- The activities were not for me
- The activities were thought provoking
- I enjoyed the activities and would like to do them again
- Today was interesting
- Today was challenging
- The Activities were well presented
- The activities were enjoyable
- The activities were just right

