

Springhead Primary School

Sports Funding Impact Report



2019/20

What is the PE and Sports Premium Funding?

The government is providing substantial extra funding for the academic years 2013-2020 to support schools to improve the quality and breadth of PE and sport provision, including increasing participation so that all pupils develop healthy lifestyles and achieve their potential. Schools decide how this funding is spent, as they are best placed to assess what provision should be made for their school. We will be held accountable for how we have used the additional funding to support pupils progress and participation in PE 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 PE and sporting provision at Springhead.

Our intent:

At Springhead Primary School we recognise the importance of Physical Education to a child's physical, cognitive, social and emotional development as well as the role it can play in a child's spiritual, moral and cultural development. Physical education develops pupils' physical competence and confidence, and their ability to use these to perform in a range of activities as per our curriculum map. We aim to encourage all pupils to develop the skills and confidence to reach their full potential as participants, performers and leaders so that they will develop a life-long interest in physical activity, sport and leading a healthy lifestyle. We will also provide opportunities for pupils to compete in sport and other activities to build character and help to embed values such as fairness and respect.

We aim to ensure all pupils:

1. Develop competence to excel in a broad range of physical activities
2. Are physically active for sustained periods of time
3. Engage in competitive sports and activities
4. Lead healthy, active lives.

(National Curriculum– Sept 2014)

It is expected that schools will see an improvement against the following 5 key indicators:

Key Indicator 1: 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

Key Indicator 2: the profile of PE and sport is raised across the school as a tool for whole-school improvement

Key Indicator 3: increased confidence, knowledge and skills of all staff in teaching PE and sport

Key Indicator 4: broader experience of a range of sports and activities offered to all pupils

Key Indicator 5: increased participation in competitive sport

Key achievements to date:

- For the third year in a row, we successfully achieved the Silver School Games Mark as a reward for all the exciting opportunities we have provided for children and staff in school and the fantastic opportunity to take part in intra school competitions and inter school competitions with local Kidsgrove schools.
- Springhead's Sports Ambassadors were used effectively again this year. Candidates completed an application form and led a pitch to their classmates in hope of receiving the most votes. The Sports Ambassadors were incredibly successful at raising the profile of PE at lunchtimes, in clubs, sports days and sporting tournaments. For example, at lunchtimes they have successfully used our '9 things to do' skills and tricks cards as a new activity to continue to encourage active lunchtimes.
- The use of the daily mile as a whole school has continued during lunchtimes as well as being at the teacher's discretion during the school day. This aims to improve not only children's fitness/stamina but is also a great tool to offer healthy 'brain breaks'. Children continue to be more physically active at lunchtimes where they are encouraged to independently practice and improve their skills.
- Our various areas of outdoor space continue to be used successfully during lessons and at informal learning times where skills will be independently practiced. For example, repairs and improvements have been made to the wooden play area. Also, the wooden stage is often used at lunchtimes to play music which the children enjoy for dance and access other resources such as cheerleading pom poms and rainbow ribbons.
- The coordinator has conducted an audit of current PE provision and resources and a strategic action plan was put into place to continue to lead improvements in PE. The units of work have been reviewed for next year and have been carefully considered in discussions with the sports coaches from Bee Active and ASM to provide a broad and balanced PE curriculum. The coordinator has attended updates and courses to stay informed of subject developments.

<u>Intention</u> What has the funding been used for?	<u>Implementation</u>	<u>Impact</u>
<p>To increase participation in out of school sporting clubs. £2,500</p> <p>Key Indicator 1 Key Indicator 2</p>	<p>Children were given the opportunity in Talking Groups to request the sporting opportunities provided in after school clubs ran by the professional sports coaches- Bee Active.</p>	<p>This has increased children's participation and the clubs are mostly full to capacity each term, as was the pattern last year.</p> <p>Year 1 children joined sports clubs this year as we offered Y1- Y3 morning club and Y3-Y6 after school club which has been very successful.</p> <p>Evidence- Parent feedback, registers, Talking Groups feedback sheets.</p>

	We provided out of school club opportunities for Years 1-6 every week.	Sustainability- To continue to fund extra-curricular clubs in future years. Continue to use Pupil Voice to ensure we are meeting demand.
Additional staff to work alongside lower ability swimmers who are unlikely to be able to swim competently, confidently and proficiently over a distance of at least 25 metres by the end of KS2. £1,500 Key Indicator 2	Children worked in smaller groups directed by an adult, to ensure their next steps were easily identified and worked towards to enable the children meet the National Curriculum objectives. High achieving swimmers were also targeted this year.	70% of children completed the swimming course able to swim 25m, which is above the national average. 8/26 children achieved a higher level of 6-8 in swimming compared to the average level usually achieved (level 4). All children achieved Level 1 in water safety and 6 children achieved the higher level 2 in water safety. Evidence- Attainment and progress of the children. Sustainability- Continue to work children in targeted, smaller groups at differentiated ability levels with an additional adult.
To improve participation in inter-school competition. £1,000 Key Indicator 5	Kidsgrove district primary schools came together and employed the assistance of Carl Inskip (Local School Games Organiser) to organise and run a variety of inter-school tournaments across the year.	The children have learnt wider skills through competitive situations and collaborating with others that will stay with them. A calendar of events and opportunities will carry on in future years so others will have similar experiences and opportunities. Evidence- Increased participation in inter-school competitions, a wider variety of competitions available and a larger number of children that can access the competitions. Sustainability- Continue to fund the services of an external agency to run the inter-school competitions.
To offer alternative sporting opportunities to children across the school. £1,200 Key Indicator 4	During Talking Groups, children requested that they wanted to experience some 'alternative' sporting opportunities. We enlisted the help of various sports companies to provide a variety of taster sessions for all children.	Across the year, the children were exposed to: <ul style="list-style-type: none"> • Autumn – Fencing • Spring – • Summer – These alternative sports have provided great enjoyment and participation for all children especially those children who sometimes find regular sports more difficult than others. Evidence- Talking Groups, pupil voice. Sustainability- Continue to fund the services of an external agency to provide 'alternative' sporting opportunities.

<p>To involve the least active children and those unable to attend after school clubs in a lunchtime club (Change 4 Life club). £1000</p> <p>Key Indicator 1 Key Indicator 2</p>	<p>Talking Groups sessions were used as a portal for the children to offer suggestions for ways to improve lunchtime provision and which activities and resources they would like to be available each week.</p> <p>In particular, the opinions of children that do not attend sporting after school clubs were sought to identify any potential barriers that prevent them from wanting to attend the current after school clubs. From this, class teachers identified children that were invited to a Change 4 Life lunch time club. New children were targeted each half term.</p>	<p>Increased activity levels at lunchtimes and number of opportunities for children to try and become involved in different activities.</p> <p>Evidence- Registers, Talking Groups feedback sheets, lunchtime observations, lunchtime supervisor’s feedback.</p> <p>Sustainability- Continue to take feedback from children, continue to change the programme in accordance with this, continue to promote activities to ensure maximum participation. Target children who do not attend through pupil voice questionnaires to identify any potential barriers or to create opportunities for activities they would like to attend.</p>
<p>To provide greater opportunities for children to be physically active at playtimes and lunchtimes.</p> <p>£6,000</p> <p>Key Indicator 1 Key Indicator 2</p>	<p>The addition of a canopy for the outdoor wooden stage and the adventure playground undergoing improvements; with the maintenance of the wooden obstacles and replacement of the bark to provide additional and well-maintained spaces for activity at lunchtime.</p> <p>Lunchtime play equipment has been purchased with input and suggestions from the Sports Ambassadors and lunchtime staff.</p>	<p>Children have been more physically active all year round, especially at play times and lunch times where they are encouraged to independently practice and improve their skills. Whether that was adult led dance on the outdoor stage or free play on the adventure playground.</p> <p>Evidence- Lunchtime observations, pupil voice, staff feedback, children are visibly more physically active at lunchtimes.</p> <p>Sustainability- Continue to invest funding to improve and maintain the equipment children have access to on a daily basis.</p>
<p>Staff release time to develop PE, attend courses and to attend and run sporting tournaments</p>	<p>PE coordinator has conducted an audit of current PE provision and resources. The PE Coordinator has</p>	<p>PE coordinator has conducted an audit of current PE provision and resources to create a strategic action plan to continue to lead improvements in PE. The PE Coordinator has attended termly network</p>

<p>£200 + staff release time £500 = £700</p> <p>Key Indicator 3</p>	<p>attended termly network meetings and courses.</p> <p>PE coordinator has had release time to attend and run sporting tournaments.</p>	<p>meetings to keep up to date and courses (E.g. Level 6 Leading PE course) to stay informed of subject developments.</p> <p>Evidence- Audits, policy, action plans.</p> <p>Sustainability- Continue to adapt and utilise these documents in the future to ensure sustained development.</p>
<p>Equipment and Resources</p> <p>£1,000</p> <p>Key Indicator 1 Key Indicator 2</p>	<p>Following a resources audit, other equipment has been purchased for PE lessons and informal learning times.</p>	<p>Following a resources audit, other equipment has been purchased to ensure we have plenty of resources available for children to use during lessons and at informal learning times where skills will be independently practiced.</p> <p>Evidence- Resources audit, staff questionnaires, Talking Groups feedback</p> <p>Sustainability- Continue to purchase equipment to replace and replenish stock on an annual basis.</p>

Swimming at Springhead Primary School

All children receive swimming lessons for a whole school year. An additional member of school staff attends to support smaller group work.

(Results are from Y5 2019 current leavers July 2020).

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
<p>Percentage of Year 6 pupils who could swim competently, confidently and proficiently over a distance of at least 25 metres when they left primary school at the end of last academic year?</p>	<p>88%</p> <p>23/26 children.</p>
<p>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?</p>	<p>100%</p> <p>26/26 children.</p>