

# Sports Premium 2017-2018

Sports premium has been available since 2013 and has been confirmed that it will be available until 2020 to improve provision of physical education (PE) and sport in primary schools. This funding – provided jointly by the Departments for Education, Health and Culture, Media and Sport – will be allocated to primary school head teachers. The money must be used to improve the provision of P.E. and school sport. [Please click here to access the government website.](#)

P.E. and school sport play a very important part in the life of East Hoathly Primary School. We believe that P.E. and school sport contribute to the holistic development of our children and through participation, our children build and learn more about our key values such as respect, unity, co-operation and kindness for themselves and others.

We assess and track all children's fitness levels across each term using [this system](#). The children are tracked on the progress they are making in their fitness across the year. As a class, the golden mile is run each week and the time taken to complete it is tracked across each term.

We are delighted to receive sport premium funding to support the development of PE and school sport. We have received a total of £13,370 for the academic Year 2017 – 2018. This funding has helped to develop a range of provision and activities around PE and sport in our school.

As part of the funding it is important to ensure we are developing 5 indicators which are:

**Key indicator 1:** The engagement of [all](#) pupils in regular physical activity

**Key indicator 2:** The profile of PE and sport being 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

The table below is a template which enables all to see how we have utilised the funding to support these areas



| Key achievements to date:   | Areas for further improvement and baseline evidence of need:   |
|---|--|
| <p>Engagement and funding tennis tables means pupils now play regularly at playtimes and lunch times and we hold termly table tennis competitions.</p> <p>As a school we have taken part in some cluster competitions for cross country and football.</p> <p>Year 6 pupils take part in go-cart sessions in Term 6.</p> <p>School and outside agencies offer sports clubs including, dodgeball, multi-skills, football and rugby.</p> | <p>Attend other cluster sports competitions and organise our own events through the sports council.</p> <p>Offer other sports clubs for all ages and interests following a parent questionnaire.</p> <p>Develop a wider range of activities that are offered for the pupils during and after school.</p> |

| Meeting national curriculum requirements for swimming and water safety   | Percentage of children in Year 6: |
|--|-----------------------------------|
| <p>What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?</p>                           | <p>92 %</p>                       |
| <p>What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?</p>                     | <p>92%</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>92%</p>                        |
| <p>Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p> | <p>No</p>                         |

## Action Plan and Budget Tracking

Our spend, actions and impact.

| Academic Year: 2017/18   |   | Total fund allocated: £13,370    | Date Updated: 18.1.18  |   |
|--|---|----------------------------------|--|---|
| <b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school  |   |                                  |  | Percentage of total allocation: 29%   |
| School focus with clarity on intended <b>impact on pupils:</b>   | Actions to achieve:   | Funding allocated:               | Evidence and impact:   | Sustainability and suggested next steps:  |
| Introduce the golden mile to get <u>all</u> pupils undertaking more physical activity during school time.<br><br>Enquiry with pupils to find out what sports clubs pupils attend. Provided a funded multi-sports lunch and afterschool club available for all pupils in the school.<br><br>Provide a range of sizes of spare PE kit so all pupils can take part in sessions. | Identify course and ways of measuring.<br>Identify adult to lead, organise and record progress.<br>Celebrate in celebration assembly each term.<br><br>Advertise club and look at sustainable funding.<br><br>Order kit in different sizes. | £2,500<br><br>£1,240<br><br>£116 | Golden 'Mile' Progress blocks chart – Most improved Certificates.<br>Pupil Quotes - "Golden mile helps me get fit" (Joseph YR)<br>Staff Quote – "Pupils are able to sustain longer focus in PE sessions"<br><br>Club attendees have risen from 3 when parent funded to 12 pupils at after school.<br>Lunch time club has meant pupils are more engaged in physical activity.<br><br>Highlights page – Newsletters and pupil voice.<br>All pupils can access PE sessions in appropriate kit.<br><br><b>Wider impact:</b><br>Pupils are talking more about fitness. FPTA arranging a 'Fun Run as summer event'<br>Pupil behaviour has improved at lunch times due to engagement in sport | Evolve this to x2 / 3 a week with the support of sports council leaders in each class.<br><br>Possible introduction of a small charge for the term to ensure club can run all year. |

| Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement  |  |  |   | Percentage of total allocation:   |
|---|--|--|---|---|
|   |  |  |   | 7.3%  |
| School focus with clarity on intended <b>impact on pupils</b> :   | Actions to achieve:  | Funding allocated:   | Evidence and impact:  | Sustainability and suggested next steps:  |
| <p>Development of sports council / pupil sports leaders to decide on and lead events for all pupils to be a part of. Linked with school governor who will be part of developing PE.</p> <p>PE dedicated display board, showing the activities we do within school and the clubs we are offering.</p> <p>Local sports clubs invited in to take part in assemblies and workshops.</p> <p>Sports Week – Dedicated to getting pupils to try out different sports that are provided in their local area.</p> | <p>Nominate pupils from each year group. Meet pupils and decide on sports events to host. Link with FPTA re fun run.</p> <p>Decide on board location<br/>Collate information and display.</p> <p>Parent inputs who are our local club organizers.</p> <p>Contact local sports providers and timetable the week and costings.</p> | <p>£100 – Equipment, badges.</p> <p>£80.20</p> <p>£800</p> | <p>Intended impact is pupils are engaging in more competitive activity and competing against personal bests.</p> <p>Display board- PE is high profile in school for all to see– SDP.</p> <p>Links with parents have provided contact details and workshops</p> <ul style="list-style-type: none"> <li>- Intended impact pupils will attend more local clubs.</li> </ul> <p>Sports week letters, photos and displays. Opportunities for other pupils to take up the sports.</p> <p>Intended impact is that pupils access other sports clubs outside and inside school.</p> <p><b>Wider Impact:</b><br/>Pupils are more confident to try new and different activities.<br/>Pupils engage more at playtimes and lunch times and behaviour incidents are reduced.<br/>Pupils are proud to share their achievements and be part of displays.</p> | <p>Build a wider team of sports leaders so more sessions can happen.</p> <p>Develop links with providers who may use school to provide clubs and sessions on a regular basis.</p> |

| <b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>  |   |                           |  | Percentage of total allocation:   |
|---|---|---------------------------|--|---|
|   |   |                           |  | 62%   |
| <b>School focus with clarity on intended impact on pupils:</b>  | <b>Actions to achieve:</b>  | <b>Funding allocated:</b> | <b>Evidence and impact:</b>  | <b>Sustainability and suggested next steps:</b>   |
| <p>Develop team teaching with a dedicated PE coach to enhance skills particularly in knowledge and differentiation of skills for teacher – utilize sports coach for this.</p> <p>Staff meetings around particular areas of sport alongside the sports coach.</p> <p>Dedicated PE TA who attends all PE sessions alongside PE coach.</p> <p>Federation meetings with PE leads to develop knowledge</p> | <p>Staff to record key developments from coaching session with coach.</p> <p>Arrange and contact training providers to provide twilight linked to identified staff CPD needs.</p> <p>Timetabling sessions and TA allocation to support.</p> | <p>£8,300</p> <p>£100</p> | <p>CPD record sheets and staff observations.</p> <p>Staff have more knowledge of how to assess</p> <p>Staff Quotes and CPD forms show increased confidence in leading and supporting PE sessions. See impact poster.</p> <p><b>Wider Impact:</b><br/>Pupils have varied sessions, their knowledge and skills have improved. Pupils enjoy PE sessions and are eager to take part.</p> | <p>Staff teaching and leading sessions alongside and improving practice enables good practice to continue.</p> <p>Next step - Attend PE courses for KS2 teachers and cascade information.</p> |
| <b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>  |   |                           |  | Percentage of total allocation:   |
|   |   |                           |  | 6%  |
| <b>School focus with clarity on intended impact on pupils:</b>  | <b>Actions to achieve:</b>  | <b>Funding allocated:</b> | <b>Evidence and impact:</b>  | <b>Sustainability and suggested next steps:</b>   |
| <p>Sports week focus (March) – Pupils taking part in different activities and sports sessions every day of the week..</p> <p>Offer a wide range of activities within the curriculum and curriculum days including tennis, street dance, yoga..</p>  | <p>Link with local providers and book in/ timetable events.</p> <p>Arrange inter school sports events such as sports day and lunch time games.</p>  | <p>£800</p>               | <p>Intended impact- Pupils can access sports they may not have before and want to continue this.</p> <p>Intended impact pupils will take up more clubs offered following the workshops.</p> <p>Sports week timetable, write ups, pupil voice, photos and display</p>   | <p>Continue sports week yearly and link in with curriculum rotations.</p>   |

|  |  |                           |  |   |
|--|--|---------------------------|--|---|
| Develop the range of after school clubs we offer and for different ages.<br>Offer lunch time clubs with a focus on pupils less likely to take part in additional PE and sport opportunities. | Parent/ pupils questionnaires linked to clubs, what other clubs would the children/parents attend. | Travel costs / resources. | Pupils experience at least 1 new activity each during the week.<br><br>Evidence - Links to SDP, fitness and wellbeing.<br><br><b>Wider impact:</b><br>Clubs are well attended and pupils are keen to join.<br>Pupils are excited to engage in new activities and show a growth mindset to this and other activities. | Link with staff and parents to utilize skills to offer clubs. |
|--|--|---------------------------|--|---|

|  |   |
|--|---|
| <b>Key indicator 5: Increased participation in competitive sport</b> | Percentage of total allocation:<br><br>1.5% |
|--|---|

| School focus with clarity on intended <b>impact on pupils:</b>  | Actions to achieve:   | Funding allocated:             | Evidence and impact:  | Sustainability and suggested next steps:   |
|---|---|--------------------------------|---|--|
| Development of sports leaders which will organise and lead competitive sport events within our school, federation and cluster group.<br><br>FPTA arranging fun run for all to take part in.<br><br>Celebration assembly weekly celebrates pupil achievements in clubs, events and outside of school.<br>Pupils in sessions have a 'captain of the week'.<br><br>Weekly newsletter to include sports updates and celebrates. | Identify sports leaders and work with these to develop sports calendar and inter lunch time games.<br><br>Link with FPTA and arrange fun run.<br><br>Weekly emails and certificates from other clubs and sports coaches.<br><br>Newsletters to have PE section. | Badges/<br>Resources -<br>£200 | Pupils engage in more activity and compete in different events.<br>Pupils become more confident in sporting areas.<br><br>Pupils want to participate in more sport and thrive on the celebration and challenge it brings.<br>Newsletters share events and parents and pupils are aware.<br><br><b>Wider Impact:</b><br>Parents are supporting pupils in sporting activities.<br>Pupils are proud to share achievements and talk about their competitions. | Sports leaders are established and updated each year with more leaders, encouraging more to take part.<br><br>Links with other local schools and sports leaders.<br><br>Look into getting the Sports Games Mark. |

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