**PRIMARY PE AND SPORTS PREMIUM 2017-2018**

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| Background: |
| Provision for PE at Staynor Hall Community Primary Academy is high quality and a key drive for school improvement. As a relatively new school, our provision is rapidly evolving and improving. We have, and continue to further develop, an innovative, varied PE curriculum. We couple this with a growing range of extra-curricular opportunities which combine to have a positive influence on the concentration, attitude and academic achievement of all our children. We want to provide opportunities for our pupils to become physically literate and confident in a way which supports their health and fitness as they move towards making their own choices as young adults. In addition we aim to provide opportunities for children to compete in sport and other activities in order to build character and help to embed values such as team work, fairness and respect.  We employ a specialist Sports Coach who delivers PE lessons to all of our children throughout the week. He also works alongside our teaching team to coach and develop them as PE teachers. Our EYFS children also access high quality outdoor provision throughout the week to promote their physical development, focussing on both gross and fine motor skills  We are developing partnerships with a range of external providers within the local community to ensure we can target and make provision for the whole school in a range of extra-curricular activities. To further enhance opportunities for our children, we enter as many competitions as possible, allowing as many children as possible to apply their skills in a competitive context. We invest in the Selby School Sport Partnership Network, who work to facilitate a lot of these competitions but we also instigate fixtures and events with other local schools.  In addition to our specialist coach, we have a passionate subject leader who is always seeking new opportunities for our pupils and a Senior Leadership Team who are passionate about the importance of an active lifestyle.  With the funding available from the government, Staynor Hall Community Primary Academy sees this as an opportunity to build upon and create a legacy for ALL of its pupils. We plan on spending the money in a way which benefits all pupils and staff, not just now, but also in the future. We want to create capacity to offer a sustainable programme of high quality physical education. |

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| Number of pupils and Sports Grant Premium (SPG) received | |
| Total Pupils on roll (including Tiny Steps and Nursery) | 202 |
| Total amount of SPG received | £16, 640 + £10 pp (£18, 660) |
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| Principles of SPG |
| It is expected that schools will see an improvement against the following 5 key indicators:  1. The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles  2. The profile of PE and sport being raised across the school as a tool for whole school improvement  3. Increased confidence, knowledge and skills of all staff in teaching PE and sport  4. Broader experience of a range of sports and activities offered to all pupils  5. Increased participation in competitive sport |

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| Key achievements to date: | Areas for further improvement and baseline evidence of need: |
| Staynor Hall Community Primary Academy achieved the SILVER standard kitemark from Sainsburys this year. This is the first year we applied for the kitemark being a new school  Staynor Hall Community Primary Academy offers two PE lessons to ALL pupils from EYFS to Year 6 each week.  Staynor Hall Community Primary Academy pupils represent the school in a number of level 2 competitions and events.  Over the last couple of years Staynor Hall has represented Selby District in the Quadkids Level 3 North Yorkshire Games Finals | Development of staff skills and confidence in teaching PE  Increased pupil premium accessing events  Ensure that good practise is shared in PE and that continuous professional development is allocated and staff needs assessed.  Improve performances when competing in a level 2 events or competition |

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| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below: |
| 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? | There were no year 6 children in the school at this current time. |
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Over the last four years, the government has provided additional funding of £150 million per annum to improve provision of Physical Education (PE) and Sport in primary schools. During 2017/18, the funding has been doubled nationally, which means as a school, Staynor Hall Community Primary Academy is receiving £16,640 for this academic year. This funding is ring-fenced and therefore can only be spent on the provision of PE and sport in schools. As a school, we must use the funding to make additional and sustainable improvements to the quality of PE and sport that we offer.

The funding has been provided to ensure impact against the following OBJECTIVE: To achieve self-sustaining improvement in the quality of PE and sport in primary schools. It is important to emphasise that the focus of spending must lead to long lasting impact against the vision (above) that will live on well beyond the Primary PE and Sport Premium funding.

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| **Academic Year:** 2017/18 | **Total fund allocated:** £16,640 | **Date Updated: Updated each cycle - initial plans in September 2017** | |  |
| **Key indicator 1:** The engagement of all 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: |
| 70% |
| School focus with clarity on intended **impact on pupils**: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Increase activity levels at playtimes | Purchase line markings for playground through consultation with school council and provide training for all staff in how to use these to promote activities/games at playtimes  Visit other school settings to look at Play Leader provision for pupils  Identify key lunchtime staff to lead on this initiative and train  Children to apply, be interviewed and be trained for the role as playleaders  Training of Play Leaders/Sports leaders that offer activities during break and lunchtimes  Purchase equipment for use at playtimes and associated storage facilities  Invest in a play facilities on the school playground/field | £3000  £200  £2000  £5000 | Playground markings complete and in place for children to use  Pupil Play Leaders recruited and in place. Training provided  Play and Lunch activities enhanced by extended facilities (activity trail) on school field. | Implementation of wake up, shake up and Golden Mile  Succession planning for Play Leaders  Continue with development of lunchtime clubs and engaging children in positive activities |
| Sports Coach to be actively involved in development of children’s sporting ability | Break time or lunch times activities linked to extra curricular skills and sports sessions linked to level two competitions within the Selby cluster. e.g Netball, Quicksticks, Sportshall Athletics, and Gymnastics |  | Weekly football club plus a sport that focuses on an upcoming event in the cluster. | - Continue to deliver high quality PE lessons as well as offering extra curricular activities such as after school clubs and lunchtime clubs |
| To promote the quality and provision of the EYFS curriculum by increasing the availability and access to high quality equipment to enhance outdoor play/provision | More resources available  More resources per class More resources available for soft play to develop children’s physical development. | £250 | - Children from EYFS are able access the equipment in lessons and break times. | -Replace damaged equipment  -Audit play and lunch time equipment  -Purchase new resources to engage all children to be active during these times. |
| **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: |
| 5% |
| School focus with clarity on intended **impact on pupils**: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| -Maintain a high profile of PE in the school by updating the school community on events and successes on the website and twitter | - Monitor staff to make sure they are updating the social feeds on a weekly basis |  | School website and twitter feed constantly updated on a weekly basis on current sporting news. | Continue to update website and twitter feed on a weekly basis |
| -Attend regular meetings within the Selby cluster and liaise with the sports coach in school on a regular basis. | Funded release so staff can attend local cluster meetings and sporting event. | £500 | - Staff attended all three cluster meetings held by the sports competitions manager for the Selby cluster. | - Continue to release staff to attend cluster meetings held by the sports competitions manager for the Selby Cluster |
| - Promote a wider range of after school clubs weekly through engaging with local community sports groups to broaden the variety we can other | Work with local coaches and sports team to promote participation  (Paul Dooley Tag Rugby, i2i sports) | £70 per week for i2i football coaching  £1500 | - Over 50 children from KS1 and KS2 attended the i2i football coaching after school club | Create a database of local coaches/companies who can come in to deliver sport or promote participation externally. |
| - PE taught by teachers is varied to engage all pupils in team sports and individual sports | Resourcing to support staff training and development  Set up sports days for KS1 and KS2 sports for all children (including wave 3 and beyond SEN) |  | - Class teachers and PE coach worked together and delivered the sports from the long term plan, therefore offering a wide range of sports and activities. | Teachers to run after school clubs in a variety of sports  Separate sports days for KS1 and KS2 due to school size  To improve the love of sport throughout the school through the participation in sports week. (Summer Term) |
| -Sports award within assemblies once a week awarded by PE specialist | -On a weekly basis the PE Coach will identify good sporting practice from children in the school  . |  | - The child or children collect their award in assembly and then a photo is taken and uploaded to the social media outlets that the schools provide | - Continue to identify and promote sporting success |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| 5 % |
| School focus with clarity on intended  **impact on pupils**: | Actions to achieve: | Funding  allocated: | Evidence and impact: | Sustainability and suggested  next steps: |
| - Funded release for staff to have CPD opportunities. | - Identify with staff which sports they are not confident in delivering and source out any courses or CPD opportunities | £500 Funded release of staff. | -To further opportunities offered to pupils by staff.  -Pupils engaged and keen to participate further | -Keep sourcing coaching courses /CPD opportunities for staff |
| -All staff given CPD and discussion time with sports coach to discuss their lessons and progression through them. | - Team teach opportunities for all teaching staff with specialist sports coach.  -Teacher tracker monitors PE sessions to identify successes and next steps in the delivery of PE sessions. | £800 Funded release of staff. | -Staff confidence increased, with new ideas for lesson planning  -A wide range of staff given an opportunity to attend sporting competitions therefore increasing their knowledge and details of the sport | -Teaching staff to be teacher tracked by PE coach to identify successes and next steps in delivery of their PE lessons |
| -LTP and MTP for PE clearly set out at the start of the year linked to events children get the opportunity to complete | - Class teacher and PE coach to identify and select children who can go and represent the school and participate in events. |  | - Children gain confidence and knowledge of the sport in the PE lessons and then potentially have the opportunity to represent the school in at an event and showcase the previously learnt skills. | - Before academic year begins map out a long term plan linked to the cluster competitions |
| -PE specialist mentoring student from Leeds uni completing PE | - PE coach to support and monitor student whilst on there placement. Feedback given when the student has delivered to the children |  | -PE student passed her course for the year. | - Contact local colleges and universities to see if any more student placements are available |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| 10% |
| School focus with clarity on intended  **impact on pupils:** | Actions to achieve: | Funding  allocated: | Evidence and impact: | Sustainability and suggested  next steps: |
| - Long term PE plan covers all national curriculum sports as well as additional extras such as handball and tri-golf | - Share plan with staff and identify which sports staff members are confident in delivering to the children |  | - Children will learn a variety of different sports through the delivery from the sports coach or the class teacher. | - Identify which sports staff are not confident in delivering and source out training courses or CPD opportunities for them to improve their confidence and understanding. |
| -Attending cluster events and festivals such as rock climbing and bowling | -Targeting less active children to attend | Sports cluster manager costs -£377 | - 7 events entered across the year from the Selby Cluster Calendar. (Handball, Hockey, Cross Country, Quadkids, Swimming/Multi-skills, Gifted and Talented, Netball) | -Continue to be part of the Selby Sports Cluster  -Access North Yorkshire Inclusive School Sports Partnership calendar of events and target specific SEND children to attend an event |
| Use of specialised teachers to offer sports such as Table Tennis utilising staff expertise | -Invest in specialist equipment  - Set up table tennis club | Table tennis table £250  Bats/balls £50 |  | Keep an itinerary of sporting equipment and monitor quality of current stock. |
| -Offering active games by Sports leaders at lunchtime so that children develop and learn basic skills to apply to a range of sports |  | Footballs - £50  Rugby balls - £50  Replenishment of equipment - £100 | Continuous opportunities for Sports Leaders and other children to be trained by them or experience an active game. | New Year 6 leaders to be trained for hosting and delivering sporting events from the cluster calendar. |
| -Signpost children to local sports clubs. | -Continue to signpost children to local clubs |  | - Children will become more active outside of school after being signposted to a sports club which offers positives activities. | -Create a document with all local sports clubs on and their contact details. Make this document accessible to all staff members and keep updating when new clubs become available. |
| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation: |
| 10 % |
| School focus with clarity on intended  **impact on pupils**: | Actions to achieve: | Funding  allocated: | Evidence and impact: | Sustainability and suggested  next steps: |
| -All pupils given the opportunity within PE lessons to compete in level 1 competitions (intra school) | -PE coach to implement competitive matches within PE lessons, break times and after school clubs | £2000 funding transportation to and from events | - All children in KS1 and KS2 have been involved in intra school events or competitions | - Continue to deliver and offer competitive games and matches with the school day and after school clubs |
| -Most children to have the opportunity to compete against other schools within the competitive calendar (Level 2 events) | - Release teachers to accompany children to events  Planned events onto whole school calendar  Results posted on website/tweeted | - £377 to be part of the Selby sports cluster and have access to the events that are planned. | The school has started to see success at events with our children representing being younger than peers from other schools they are competing against. The school qualified for the level 3 event in quadkids. | To develop a format to report results and achievements to parents after each event |
| -To offer a wide range of sports tournaments to be attended by children of varying abilities | - Target less active children who would benefit from competitive sport |  | - The school attended 60% of sporting events from the cluster calendar this year. | - To increase the percentage of children engaged in competitive sports and activities.  - Gain information on how to join the ESFA football leagues next year |
| Use of specialist PE teacher for preparation for competitive events | - Identify and select children to attend the gifted and talented event  -Plan in key events into LTP for PE teaching to allow coaching to occur |  | - Gifted and talented children to be identified by PE coach and class teacher and will compete with other children from other schools with similar ability.  - Extra training sessions to be delivered to help improve the children's skills, knowledge and understanding of the sports they have been chosen to do. | Key events factored into the school calendar and agreed as priority with staff. These events will be the main focus and targeted to be attended by the school |