



School Sports Premium Funding Plan 2017-2018

At Eastington...

We believe that every child should be given the opportunity to develop physically, emotionally and socially through a range of activities that support, challenge and enhances their whole development. We believe this can be achieved through engagement with PE and sport.

What is the school Sports Premium?

The government has provided additional funding for academic years 2017-2018 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.

How can the funding be used?

The DfE states that:

'Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer.'

For example, the funding could be used to:

- *hire qualified sports coaches to work with teachers*
- *provide existing staff with training or resources to help them teach PE and sport more effectively*
- *introduce new sports or activities and encourage more pupils to take up sport*
- *support and involve the least active children by running or extending school sports clubs*
- *run sport competitions*
- *increase pupils' participation in the School Games*
- *run sports activities with other specialist PE teachers or qualified sports coaches to work with primary teachers when teaching PE*

What is our normal sports provision at Eastington Primary School?

- All children receive their statutory entitlement to Physical Education lessons and take part in 2 hours of physical activity each week.
- In addition to curriculum-based PE, we offer a range of extra-curricular sports for key stage 2 including circuit training, country dancing, cricket, football, rounders, netball and cross-country clubs. In key stage 1 we offer 'potted sports' which is a multi-skills club.
- We organise regular involvement in cross country and district sports competitions.
- We have a whole school annual sports day, where all children participate at their level and gain the standards in lots of different events.
- Swimming is delivered to Years 5 and 6 in the summer term.
- We extend activities through an annual residential Adventure Week (PGL – Ross on Wye)
- Every child works with a professional sports coach for two terms per year, developing core-skills.

How is our funding used to make additional and sustainable improvements to the quality of PE and sport at Eastington Primary School?

- We give opportunities for all Y5 pupils to participate in sports leadership (Sports Leadership UK programme) and we give them opportunities to lead sports at regular playtimes.
- We run a 'Learning Through Sport' programme where children learn transferrable life skills such as: communication, winning + losing, confidence, self-belief, cooperation and responsibility.
- Staff benefit from working alongside a professional sports coach and dance specialists, helping them to teach PE and sport more effectively.
- We get involved with school games and competitions, funding coaches and staff to enable and encourage more children to take up sports.

School Sports Premium Funding **EVALUATION** 2017-2018

Funding for this year was £17,190

| AIM | DESCRIPTION | REASON | IMPACT |
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| For all children through the academic year, to learn and improve core sport multi-skills. | A multi-skills/tennis session led by Mr. Boon, professional coach, for all year groups, each having one hour a week for a 6-week block. | <p>To engage all children in high quality PE through quality first teaching by a professional coach.</p> <p>To improve core sport skills which in turn support pupil ability in specific sports.</p> <p>To enable pupils to enjoy sport and be healthy.</p> | <p>All children throughout the school have worked with a professional sports coach for at least 6 weeks over the year and have improved their multi-skills including racquet and ball skills. Some children have now opted to attend additional before and after school clubs to further improve their skills. Evidence – club registers.</p> <p>Almost all children enjoy sport/sport learning and know sport helps them to be healthy. Evidence - Pupil conferencing/observations/evaluations.</p> |
| For all teachers to have CPD through observing and working alongside a professional sports coach/PE Leader. | All staff to accompany classes during their core-skills sessions to learn new techniques and skills to help them deliver high quality teaching sessions. | <p>To increase confidence in staff in delivering quality first teaching in PE.</p> <p>To increase staff skill in effectively teaching core skills and sports skills such as tennis.</p> | <p>All staff feel more confident in the teaching of tennis and multi-skills. Evidence - Teacher feedback. (Next step – audit staff skills)</p> <p>Teaching of PE is at good. Evidence – Lesson observations.</p> |
| <p>Promote physical fitness health and creative expression.</p> <p>For all staff to have CPD through observing and working alongside a professional creative dance teacher.</p> | Mindfulness through creative movement activities for all pupils/staff. | <p>To promote physical activity as part of a lifelong healthy life style.</p> <p>To train staff in physical activities that will be useful in PE & other lessons.</p> | <p>Most children enjoyed the day and felt they had learnt skills on how to be more mindful / 'in the moment'. Pupils said they felt calm after the movement session and some (particularly the older pupils) said they could transfer these skills into other areas of their learning. Parent's enjoyed the children sharing their learning in the mindfulness movement workshops.</p> |

| | | | Evidence-feedback from children/parents |
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| For all Year 5 children to complete the Y5 Young Leaders course to enable them lead playtime activities for other children and build their own leadership skills for the future. | All Year 5 children to participate in the Young Leaders course, once a week, 45 min session throughout the year. Young leaders plan, lead and evaluate playtime activities and games once every six weeks. | To develop leadership skills with our Year 5 children. To increase physical activity in Rec-Y2 children. | All year 5 children accessed the Young Leaders course. Y5 young leaders have, planned, led, evaluated sport activities at break times, increasing the number of other children that are active at playtime in KS1. Evidence - Observation/Y5 evaluations. Children have improved their understanding of leadership developed greater leadership qualities and skills. Evidence - Pupil conferencing/observation/Y5 self-reflections. |
| For the core skills of children (co-operation, responsibility, communication etc.) to be developed through a sports based approach – ‘Learning through Sport’. | The professional coach to lead 45 minute sessions in 6-8 week blocks with selected children in groups of 4-5 in KS1 and KS2. Working on aspects such as: communication, winning and losing, confidence and self-belief, co-operation and responsibility and trust. Children to complete a self-evaluation at the beginning of block and end, to reflect on their learning improvements. Sports coach to review learning with pupils. | To increase activity and enjoyment of activity. To support specific core skills related to the individual needs of children through a physical, sport based approach. | Key Stage 2 children show an increased confidence in the areas worked on by the end of their 6-week sessions. Key Stage 1 children had a less numerical way of recording how they felt but all showed ‘happy’ faces. Splitting of KS1 and KS2 into two groups has helped to have more impact on the learners. Evidence-pupil learning reflections |
| For KS2 children to have the opportunity to participate in competitive sport. | Join the local school sports association. Select the best players/performers in specific sports. Offer additional opportunity to hone skills before competition. Entry into Year 3/4 and year 5/6 cross country races. Entry into District Sport Athletics Competitions (running, throwing, jumping). | To ensure pupils who excel at sport have the opportunity to compete in external competitions. To reinforce club pathways. | School has joined school sports association and PE lead is up to date with events through regular attendance at meetings. We entered 10 pupils in a small schools football tournament at Archway school. All children played well as a team and enjoyed the event. Team were celebrated in assembly where the squad |

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| | Entry to KS2 football tournament. | | <p>shared a tournament report with the school.</p> <p>Years 3-6 have entered cross-country events, with at least 12 runners at each event. One top-10 runner and the rest all pleased with their performances.</p> <p>After school trials, the district sports team was selected. 30 pupils competed in a range of athletic events. Eastington Primary School was awarded overall winner in 2017.</p> <p>Evidence – squad lists, engraved trophy!</p> |
| Pupils are encouraged to be active through lunchtimes and after school clubs and sport matches. | <p>Lunchtime sport activities run by TA Sport Leader</p> <p>After school club run by TA Sport Leader</p> <p>Friendly and competitive sport matches organised for KS2 pupils</p> <p>Devise playground markings that will support activity in children-School Council involvement.</p> <p>Purchase play equipment to support activity: jump balls, hoops etc</p> | To promote physical activity as part of a lifelong healthy life style. | <p>A street dance teacher has been employed to run a lunchtime club for KS1, an after-school club for KS2.</p> <p>Evidence – club registers.</p> <p>Friendly football match for 10 pupils in year 4 against a local school, (mixed squad of the best players and the ones who would benefit most from a competition or are passionate about football.</p> <p>This is on-going – The school council have designed their playground markings and have measured it too. Arrangements currently being made have this marked on.</p> |
| For Y6 children to learn to cycle safely on/off the road. | <p>All Y6 pupils to undertake a program led by the 'Bikeability' team - scheme designed to give children the skills and confidence to ride their bikes safely on today's roads.</p> <p>There are three bikeability levels, with each level designed to help improve cycling skills no matter what they already know.</p> | <p>To help pupils develop their skills and understanding as safe road users.</p> <p>To promote physical activity as part of a lifelong healthy life style.</p> | <p>All Y6 children demonstrated increased confidence and hazard perception when cycling on/off local roads.</p> <p>All Y6 children received a level for their knowledge and understanding in cycle safety so they and their parents were</p> |

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| | | | informed as to their skills/next steps of learning. Evidence – Pupil certificates. |
| For KS2 pupils to have the opportunity to improve their dance skills and perform. | Join the Stroud area country dancing association. Run a country dancing club for KS2 pupils. Facilitate performance opportunities: School May Queen celebration, Stroud Country Dancing Festival (with 10 local schools at Stroud Leisure Centre) | To offer pupils the opportunity to improve their dance skills. To improve fitness. To perform with confidence and enjoyment. | 24 pupils took part in the Country Dance Club Dance skills and fitness improved. Pupils enjoyed performing with 8 other school at the Country Dancing Festival and did so with enthusiasm. Many parents commented positively. Evidence: Country Dancing Leader discussion, register |
| For children to have the opportunity to enhance their topic work through dance. | Dance workshops organised by PE coordinator. Parent’s invited to share children’s experiences. Achievement shared with the school community. | To enjoy dance. To enable further understanding of topic work through dance. To share learning opportunities with the wider community. | Almost all pupils said they enjoyed the dance. All teachers commented positively on their dance days: how they really enhanced their topic work for that particular term. Parents really liked coming in to share the dance and commented positively on different aspects that they saw. Evidence: pupil conferencing, teacher reviews (Next step: To record the performances so that they can be built upon in other dance lessons and revisited.) |
| For children to have greater opportunity to self-reflect and improve in dance/gymnastics. | Purchase a class camera for each class to use in PE lessons, especially gym: record gym balances to support self-evaluation + improvement | To support staff in teaching PE effectively. | Children can now see stills of themselves/peers to evaluate performance in gym. Evaluation: to follow once in regular use. |

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| <p><i>To introduce new sports or activities and encourage more pupils to take up sport.</i></p> | <p>Attendance at Gloucester schools cricket day at Cheltenham festival.</p> | <p>For all year 4 children to learn more about the sport of cricket and use the new cricket facilities in the immediate area.</p> | <p>Children had a fabulous day, very well organised and a mix of tournaments to watch and practical skills of cricket being taught. Children came back enthused and interested in a new sport. Evidence – Children’s recounts of the day and thank you letters to organisers. Next step: Apply for tickets next year so that more children can be involved.</p> |