

## Barnham Broom C of E VA Primary School Sports Premium 2017-18

Key achievements to date:	Areas for further improvement and baseline evidence of need:
2 members of staff completed NPECTS training to deliver high quality PE Training cascaded to other members of staff Increase in different sporting activities offered Sports activities offered each lunchtime Additional physical activities provided every break time and lunchtime Expertise from qualified coaches employed to deliver sessions to children Children benefit from a range of sporting role models	Development of school staff to enhance outdoor and indoor activity including forest schools.

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?	95%
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?	90%
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?	90%
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?	Yes/No

## Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for students today and for the future.

<b>Academic Year:</b> 2017/18	<b>Total fund allocated:</b> £13,523	<b>Date Updated:</b> Oct 2017, March 2018
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<b>Key indicator 1: 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</b>				Percentage of total allocation:
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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 sports club before school to encourage more pupils to attend school earlier and get involved in activities.	Investigate staff and external providers able to offer provision Encourage children to engage in different extra-curricular activities particularly those who do not usually participate	Self-funded	Before school club offered and very little uptake therefore not had the required impact.  The before school club (The Den) when weather permits take the children out for 10-15 mins before school activity.	Not sustainable at this point in the academic year – investigate for the warmer and lighter summer mornings
Introduce the daily mile before/during/after school to encourage pupils and families to undertake at least 15 minutes of additional activity per day.	Identify course for daily mile  Organise and promote with families  Staffing		Daily mile adapted to needs of our children – children encouraged to set personal goals based on building up stamina for distance and encouraging each other through a collective distance	Impact was short term, all children achieved the first target, and received a ‘water bottle’ but relatively few sustained their efforts beyond the Autumn Term.
Employ and develop play leader for lunchtimes to involve a greater proportion of children in sustained activities at lunchtimes	Subject leader and play leader to develop a programme of activities for lunchtimes and play times including regenerating the playground (markings/activities)  Play leader to work alongside other sports professionals to develop expertise	£3600	A greater range of activities is carefully planned to increase participation and develop the children’s skills.  At lunchtime a greater proportion of the children are involved in sustained activity lead by an adult  At break times a greater proportion of children are engaging in the activities set out to actively engage with.	Big impact on number of children participating in activities and for sustaining interest and enjoyment.

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:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>- Role models - local sporting personalities and trained sports coaches to work with the children and staff so pupils can identify with success and aspire to be a local sporting hero.</p> <p>Improve facilities and range of equipment for children to use at school</p>	<p>- Ascertain which local personalities the pupils relate to and invite them into school. Work with local youth sports groups to encourage partnerships</p> <p>Work with local sports coaches to engage the children in different sports and skills</p> <p>Improve indoor equipment used for gymnastics</p> <p>Increase range of sports equipment</p>	<p>Self-funded</p> <p>£3200</p>	<p>Work with sports coaches within specific PE lessons is having a positive impact on developing key skills and participating in a range of different sports and PE. Impact on all children</p>	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>- In order to improve progress and achievement of all pupils the focus is on up-skilling the staff:</p> <p>Staff to undertake additional training and disseminate to other staff to enhance skills and confidence of staff</p> <p>Play leader to have additional training to enhance provision at lunchtimes</p> <p>HLTA/Subject leader to undertake the Level 5 qualification to provide enhanced understanding and leadership within Physical Education across the school</p>	<p>- Identify the local centers which are running these courses.</p> <p>- Ensure all identified staff are engaged in training</p> <p>- Establish dates when cover is required and appoint cover staff.</p> <p>- Ensure that time is provided for school based working.</p>	<p>£4000</p> <p>Including training costs and cover costs</p>	<p>Training events, meetings and courses attended on effective use of the sports premium.</p> <p>Staff working alongside other professionals including sports coaches is increasing confidence and up-skilling key staff</p> <p>Additional playleader appointed to provide greater lunchtime provision as this has shown to have a great impact on children participating in focused and sustained physical activity</p>	<p>Playleader to undertake NPECTS training in next round of training, shadow existing playleader and also undertake on the job training.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
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>- Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved.</p> <p>- Focus particularly on those pupils who do not take up additional PE and Sport opportunities.</p> <p>Playleader employed throughout lunchtimes to provide a range of sports and physical activities</p> <p>Develop orienteering and outdoor learning opportunities for children to engage in.</p>	<p>PE leader to continue to Work alongside other PE and sports professionals within the cluster and county to organise a range of competitive sporting events and to gain a broader perspective and further develop provision. (Release time and cover to be provided to attend cluster meetings and sports partnership meetings, events and training)</p> <p>Develop partnerships with external providers to come into school and enhance children's experiences and contacts with extra-curricular activities held at school and in the local area</p> <p>Subject leader to design orienteering opportunities (similar to Geo-caching) around the school site for children to engage with</p> <p>Develop Forest School provision</p>	<p>£1000</p> <p>£1000 (inc new resources)</p>	<p>Cluster partnership work has provided opportunities for a range of competitive and non-competitive events planned</p> <p>Experiencing events alongside children from other schools has had a positive impact on the children</p> <p>Building partnerships with other schools, trainers, coaches and providers</p> <p>Forest school training and Forest schools weekly programme starting with YR to build confidence and increase structured outdoor activity</p>	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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>Participation in competitive cluster and county events</p>	<p>Train for and attend a variety of competitive events with the cluster and county sports partnerships</p> <p>(Release and cover to provide additional coaching, to attend events, transport and staffing for events)</p>	<p>£1000</p>	<p>Children actively engaging in competitive sport at cluster level trying to reach county level</p>	