

# Sport Premium Plan 2017/18 (Evaluation and impact report)

The government is committed to continuing to provide additional funding to improve provision of physical education (PE) and sport in primary schools. Through the previous success of the School Sports Partnership Programme and a commitment to ensure continued high standards of delivery in PE and School Sport, there is a desire to continue to provide a co-ordinated level of support to enhance the delivery of PE and School Sport.

This funding is ring-fenced and therefore can only be spent on provision of PE and sport in schools. Ofsted have strengthened its coverage of sport within the Inspectors' handbook. They will consider 'How well the school uses its Sports Premium to improve the quality and breadth of its PE and sporting provision, including increasing participation in PE and sport so that all pupils develop healthy lifestyles and reach performances levels they are capable.

## **How much do we get?**

In recent years each school has received £8000 plus £5 per pupil in years 1-6. This academic year the Government has pledged to double the funding so schools receive £16,000 plus £10 per pupil. We anticipate the school will receive £19,260, although this may fluctuate slightly due to numbers on roll.

## **How is this money spent?**

Horton Grange has committed £10,000 per year until 2018 to the Blyth & Bedlington School & Community Sports Programme. Key benefits are:

- Services of SSP teacher to help deliver PE in school.
- Regular network meeting to disseminate good practice.
- Access to local festival and competitions.
- Transport costs / arrangements for attending festivals.
- Access to  $\frac{3}{4}$  week block OSHL clubs.

- Access to delivered CPD opportunities.
- Access to locally organised provision for Gifted and Talented pupils
- Access to leaders in secondary school to support with Primary PE events.
- Advice and support on health and safety in PE

Evidence from SE (where relevant)	Key objective and expected impact	Action	Cost (estimated)
Priority Area 1 Physical education / curricular PE (delivery and leadership)			
<p>1) Standards in Y6 PE continued to improve last year as a result of specialist teaching throughout year. This also supported transition to secondary school.</p> <p>Staff rotation to observe did not occur due to cover implications so quality did not embed across school.</p> <p>Monitoring by PE lead showed quality of teaching in other year groups to be</p>	<p>To maintain the on-going improved standards of PE in Year 6. Roll out standards across school – focus Y4 so that standards and quality of teaching improve across school.</p> <p><b>Intended impact</b> Specialist PE teacher linked to sports partnership and PE lead coaches and develops staff so that quality of teaching improves.</p> <p>Observations of PE teaching across PE are of consistent good quality.</p>	<p>SSP specialist teacher to deliver PE to Y4 weekly throughout year to raise standards in PE lower down school.</p> <p>Rotation of observation for staff CPD followed by coaching model. Staff to observe specialist teacher (Y4) and PE lead (Y6)</p> <p>PE lead uses monitoring from 2016 to inform coaching and monitors again Summer 2 2017 to evaluate impact of coaching progress – see PE action plan</p>	<p>Part of SSP. £2000</p> <p>Staff release £2400</p> <p>Release for PE lead £500 (1 day per term)</p>

inconsistent			
<p>Newly appointed PE lead has completed first year in role. There has been increased monitoring of the subject ensures there is a clear plan for improvement in 2016/17 linked to accurate evaluation. This needs to be implemented using an impact initiative approach</p> <p>Clear areas for improvement have now been identified.</p> <ul style="list-style-type: none"> <li>• Planning &amp; progression</li> <li>• Consistent high quality delivery</li> <li>• Developing and ethos of</li> </ul>	<p>To continue to develop the role and impact of the new PE lead.</p> <p>To monitor and evaluate the impact of planned actions to improve the quality of PE provision following the implementation of PE curriculum.</p> <p>To ensure that there is progression in the PE curriculum and that children make progress year on year.</p> <p>To ensure that the curriculum is appropriately resourced to impact on outcomes.</p>	<p>PE lead to source and attend CPD on PE leadership</p> <p>PE lead to develop own action plan linked to outcomes of audits and monitoring in 2017 – Aut 1</p> <p>PE lead produces clear long term plan for PE which meets curriculum requirements and needs of children at HG and signposts appropriate resources to support planning and delivering. (also link to competitive school sport cycle)</p> <p>SL monitors planning half termly and feedbacks to staff.</p> <p>SL to audit staff confidence and CPD needs and build on information gained.</p> <p>SL to lead staff CPD session 1 x term- modelling a high quality PE lesson and developing ethos of</p>	<p>£250 + resource need. CPD through partnership model and use of collective funding.</p> <p>1 day release £250</p> <p>½ day release per half term £500</p> <p>Release for preparation 1 hr x 3 £300</p>

<p>'sport is fun!'</p>	<p>To investigate the appointment of a Sports Leader Apprentice to provide support in PE lessons and improve provision.</p> <p><b>Intended impact</b> PE lead has an accurate view of the improvements made in the quality of PE provision across school and plans for next step actions.</p> <p>Quality of provision improves as a result of planned action from audit.</p> <p>Observations of PE teaching across PE are of consistent good quality.</p>	<p>enjoyment in sport. Re- audit staff confidence.</p> <p>PE to research assessment system in PE and plan to introduce to staff Summer 2.</p> <p>HT / SBM to investigate cost and appointment process for apprentice. To begin asap.</p>	<p>TBC</p>
<p>Healthy Active Lifestyles</p>			
<p>HG is a community school and currently a Judo club operates</p>	<p>To increase the participation in sport during school holidays.</p>	<p>SL to devise questionnaire to ask children about uptake in sporting activities over Summer 2016 to use</p>	<p>Non</p>

<p>from the premises 1 x weekly. Dancing clubs and weight management clubs also operate from the school site. Plans to use the school to facilitate sports clubs, such as grassroots, was not possible to due to on-going maintenance work etc.</p>	<p><b>Intended impact</b>  % of children who attend sports related activities in the holidays increases as a result of signposting.</p>	<p>as baseline.  SL to sign post children to sports camps etc during holidays and survey uptake.</p>	
<p>PE lead introduced school sports leaders Summer 2 2016. However, this was not fully implemented and need to be further developed.  Children tell us through pupil voice that they would like more opportunities at lunchtimes.</p>	<p>To continue to develop mini sports leaders (Y5/Y6) to run active lunch time sessions supported by TAs and lunch time staff.  To develop an active lunch time team linked to staff roles and responsibilities.  To appoint a sports leader apprentice to take a key role in leading active lunchtimes.</p>	<p>Autumn 1 – Recap Training for leaders  Ensure resources are available  Give children a small budget to manage alongside PE lead. Order equipment.  Begin provision and link to reward system for taking responsibility.  Active lunch time carry out regular pupil voice to identify action and impact.  HT / SBM to investigate cost and appointment process for apprentice. To begin asap.</p>	<p>£100 for new equipment  TA to oversee - £1200  Release for co-ordinator ½ hour weekly to meet with pupils (assembly time).  TBC</p>

	<p><b>Intended impact</b> Children are observed to be active at lunch time, behaviour incident reduce and pupil voice tells us children enjoy lunch times.</p>		
<p>Plans to introduce 10 minutes active per class per day was not maintained. Investigate further in 2017/18</p> <p>Research tells us that 1 Mile per day is impacting well in schools./</p>	<p>PE lead to trial 1 mile per day in own class and evaluate impact.</p> <p><b>Intended impact</b> In 1 x Y6 class children are successfully running 1 mile per day. Subject leader can articulate impact of this on fitness, attendance, learning and attitudes to healthy lifestyles. SL has a clear next step plan for rolling out across school if effective.</p>	<p>Aut – research school carrying out 1 mile per day. Begin implementation by the end of Aut. Carry out baselines linked to fitness, attitudes, attendance etc. SL to feedback to SLT Dec 17.</p>	<p>None planned</p>
<p>Running club continued last year and children took part in Children’s Cancer Run – widen this to be a family event to promote sport within the home.</p>	<p>To enter the Children’s Cancer run as a family event. Increase from 22 children to at least 25 families.</p> <p><b>Intended impact</b> At least 25 families take part in the Children’s Cancer Run. Running is promoted as a family fun sport</p>	<p>PE lead to organise event and ensure staff to support.</p>	<p>Fund coach travel for all and entry for 1 child and 1 adult Coach travel £150</p> <p>Entry £6 per child Approx £150 based on 25 entries</p>

Competitive Sport			
<p>Continued increased participation in sports festivals from 9 in 2015-16 to 20 in 2016-17, therefore pupil participation also improved</p> <p>Standards reached in competitive sports increased with two teams reaching school games level – see impact report on 2016/17 plan.</p> <p>First time entry into KS2 dance festival but no entry for KS1 gymnastics or tennis</p>	<p>To continue increase participation in competitive events and improve standards achieved in KS2. (target 22)</p> <p>To increase number of teams that reach School Games Standard from 2 in 2017 to 3 in 2018 (focus Y5/6 girls football, Y5 netball and Y5/6 rugby)</p> <p><b>Intended impact</b> At least 3 teams reach School Games Standard</p> <p>22 festivals are attended</p> <p>KS1 enter participate in dance or gymnastic and KS2 2 in tennis festival.</p>	<p>SL to PE curriculum to be planned around competition cycle</p> <p>Planned participation to be RAG rated when attended.</p> <p>Autumn  U11 Football League  Y2 Multi-Skills  Y5/6 Tag Rugby  Y5/6 Girls Football  Y6 Netball  Y5/6 Sports Hall Athletics  Gymnastics Festival</p> <p>Spring  U11 Football League  Y1 Multi-Activity Festival  Y5 Netball  Y6 Netball  Y5 Boys Football  Y6 Boys Football  Y4 Netball  Y5/6 Hockey  KS1/2 Dance Festival (both KS1 and KS2 group to enter)</p> <p>Summer  Y4 Football  Y3/4 Tag Rugby  Y3/4 Tennis  Y5/6 Athletics</p>	<p>SSP  Coach travel £160 per event (SSP funded)  Release for teacher per event £150</p>

## **Evaluation / Summary impact report**

- Standards in Y6 PE continue to rise as a result of specialist teaching. Children are therefore better prepared for next stage and feedback from secondary school confirms this. Staffing changes impacted on this from Easter.
- Continued greater range of clubs on offer to KS2. Uptake continues to increase (150).
- Range and update of clubs in KS1 to increases. (60)
- On-going quality of teaching in netball continues to raise standards with ongoing success at festivals (Year 6 – runners up)
- The % of children who reach 25m swimming required standard increases. 73% of Year 6 cohort 2017/18 could swim 25m and use a range of strokes. 68% could perform safe self-rescue techniques.
- Continued increased participation in sports festivals from 9 in 2015-16 to 20 in 2016-17, therefore pupil participation also improves.
- As the quality of provision has improved the standards increase significantly evidenced through position attained in competitive events. Year 4 tag rugby team and the Y5/6 girls football won the partnership competitions. As a result, for the first time 2 teams represented the area in The School Games competition. Semi-finals were reached in Y4 netball, Y6 netball and runners up in Y6 indoor athletics.
- Outcomes of height and weight tests in Rec and Y6 showed that results were in line with national.
- Year 5/6 sports leaders are now set up and have begun to lead active lunchtimes – to be developed further 2016/7.
- Once again the running club partake in local charity runs.
- In a pupil voice questionnaire (May 2017) 100% of children feel their school helps them to be healthy. This increased from 97% in 2015/16.
- Participation in residential visits involving outdoor pursuits continues to increase. All Y6 children took part in two residential experiences with opportunities for outdoor pursuits and adventurous water activities. In 2015/16 there was only 1 opportunity.
- All Year 4 children took part in a residential visit experiencing outdoor adventurous activities.
- All Year 3 children experiences forest school improving their problem solving skills.
- For first time children take part in summer school (30 targeted children) to include physical activity.