

## Sports Premium Report 2016-2017

### Evidencing the Impact of Primary PE and Sport Premium

#### Reflection: What have we achieved in 2015-2016 and what are our next steps?

Key priorities to date: 2015-2016	Key achievements/What worked well	Key Learning/What will change next year: 2015-2016
<p>High Quality PE:</p> <ol style="list-style-type: none"> <li>1. To employ specialist coaches for PE</li> <li>2. Increase and monitor high quality school sports programme for all</li> <li>3. Equipment: To support high quality PE and School Sport</li> </ol> <p>School Sport / Health and Well Being:</p> <ol style="list-style-type: none"> <li>4. Increase the range of sports clubs / competitions</li> </ol>	<p>All children had access to 90 minutes of PE in the curriculum through the use of teaching staff and coaches</p> <p>Coaching staff ensured that a number of after school clubs were in place to promote physical activity.</p> <p>Coaching staff provided physical activity options at breakfast club.</p>	<p>Coaches ensured that outside games was given status within school and it ensured that time was always given to children's development each week. We recognised that although children's skills were developing teachers needed more CPD in PE.</p> <p><i>Next year, we will employ a qualified PE specialist with a teaching background: Anita Richardson Senior Lecturer Primary PE / former AST / SLE primary PE teacher she will deliver curriculum support High Quality PE sessions with all staff and PPA PE; courses and overseeing the Leading and managing of PE / School Sport, delivering staff insets, bringing updated schemes of work lessons plans and looking at the development of assessment without levels in PE. The school will host a High Quality PE course for NQT's in January 2017</i></p> <p><i>SLE to set up sports Leaders / School games crew training establish a notice board celebrating their work, competitions, Olympic / Paralympic displays</i></p> <p><i>A whole school approach to PE, healthy and well-being Continue the clubs and introduce a greater range: e.g. gymnastics Year 6 boys, Fit Friday's a fitness club for parents, staff and pupils and also liaising with coaches from clubs to make an impact e.g./ RFU healthy eating / rugby coaching and developing understanding of healthy balanced meals. Targeting pupils' well-being through sport, leadership roles linking with the place to be team.</i></p> <p><i>Develop the number level 1 and 2 competitions holding/entering SEND including more able in school games competition, SLE to work with selected children.</i></p>

Planning: Provision and Budget for 2016-2017 - Reviewed March 2017 and May 2017 Mrs Richardson SLE PE teacher

Academic Year: <b>2016/2017</b>		<b>Total fund allocated: ££8000 +£5.00 per child £10,475 (approx.)</b>					
PE and Sport Premium Key Outcome Indicator	School Focus/ planned <b>Impact on pupils</b>	Actions to Achieve	Planned Funding	Actual Funding	Evidence	Actual Impact (following Review) <b>on pupils</b>	Sustainability/ Next Steps
1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles	Increase opportunities for pupils to participate in physical activity outside of PE  Engage with TASC team regarding the design of the new playground to maximise PE, health and well-being opportunities	1. Run a change 4 Life club. Trial Fit Friday's 2. Work with the Enrichment co-ordinate to Extend extra-curricular sports 3. Work alongside TASC to develop school grounds 4. Set up school games crew 5. Train breakfast club staff where necessary on providing safe, fun physical activities 6. Improve packed lunches in school 7. Work in partnership with sports NGB's and clubs	Funding from school for play ground  Use of coaches / TA;sfor clubs (£16,570 )  Equipment for clubs / and spare PE Kit: £1250  SLE time £15,000 to train breakfast staff and change 4Life training and	SLE Time:  Coaches:  Equipment: £972.92	1. <b>Fit Fridays</b> set up Sept 2016 ongoing between 50 and 80 children attending and 10 sports leaders supporting it. Aim to provide a range of enjoyable fitness activities to improve their flexibility, strength, and fitness from circuits to skipping, jogging and dance. Equipment purchased: skipping ropes, balls, movement spots etc. and the new IWB in the hall  2. From this extended Fit Friday to Launch the <b>Mile a Day</b> / mini mile a day	1. Each week regular children attend the Fit Friday fitness sessions to improve fitness, health, flexibility and strength. Numbers keep increasing. Equipment supports breadth of activities and engagement. <b>Pupil Voice: I feel healthier and enjoy coming Omar Aquel 4SY</b>  Sports Leaders gaining confidence and leadership skills to support / lead parts of the session: <b>Pupil Voice: It's fun, I like to help younger children do sports." Safa 5PA</b>  2. Mile a day all classes joining in 3 times a week noticing children beginning	1. Fit Friday to continue add extra staff if numbers keep rising. Continue to train new sports Leaders each year.  2. Mile a day keep monitoring

		<p>monitoring of coaches at lunchtimes.</p> <p>TASC funding from school budget</p>		<p>initiative summer 1 so all children could join in and benefit from jogging a mile / mini mile as whole school initiative alongside the walk to school initiative</p> <p>3. SLE contributed to Regular meetings with TASC to support ideas for PE, sport, health and well being</p> <p>4. Greater range of extracurricular clubs especially at key stage 1: (FMS, Street dance, gymnastics, change 4 Life club) Staff attended cheerleading course level 1 and training from SLE Change 4 Life to support sustainability</p> <p>Structure lunch time programme to support physical activity and opportunities for competition practices</p> <p>5. Training for breakfast staff December 2016: Breakfast clubs range of activities:</p>	<p>to feel less tired after a lap.</p> <p><b><u>Pupil Voice: "The first time we did it I felt tired it's become easier after a few times I feel healthier."</u></b></p> <p><b>"Aliyu 4TD"</b></p> <p>3. Planned into playground plans: vegetable garden, stage, storage for PE, running track marked out, football pitch.</p> <p>4. Extended After school sports clubs include: Change 4 Life KS1 FMS, gymnastics KS2 dance KS1, cheerleading; numbers increased:</p> <p>Year 6: 26 %, Year 5- 45 %, Year 4: 33%, Year 3: 47%, Year 2: 31%, Year 1: 19 %</p> <p><b><u>Total attending sports clubs so far until Easter: 175</u></b></p> <p>Over 80% regularly participate in lunchtime activities. <b>Pupil Voice: There is a bigger range of activities for all especially healthy activities and getting ready for competitions: Tariq 5MP</b></p> <p>5. Breakfast staff trained,</p>	<p>impact on pupil health, well-being, enjoyment, behaviour etc. Extend to nursery the mini mile</p> <p>3. Ongoing building of outside playground.</p> <p>4. Continue to monitor, review and track breakfast activities including using pupil voice to check as many pupils and year groups are participating in after school clubs over the year.</p>
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				<p>dance, FMS to fit Friday</p> <p>6.Partnership work with MCFC – Nutrition programme and FMS targeting motor skills for 30 children in EYFS Rugby Union programme something to chew on All of year 3 got coaching and nutrition programme for 6 weeks</p> <p>7. Ladder time: Once a term Coaches brought in for a Range of activities to support health and fitness: skipping, street dance theatrical dance, hip hop and Bollywood dance Taeqeando, baseball, karate.</p> <p>8. Equipment purchased: 2 x dance boxes for each key stage Skipping ropes for every</p>	<p>rota established and numbers rising to 50 for dance 30 for ball skills. IWB helping to support dance in the mornings and new FMS bag</p> <p>6.MCFC sessions for parents and children full 15 parents and 15 children feedback: all happy and want more sessions had learnt more about healthy eating and cooking :</p> <p><b>Parent Voice: “I will think more about healthy eating and cooking with the kids to make it more fun: Chantelle”.</b></p> <p>7.Ladder time has increased pupils understanding and enjoyment of a range of sports / dance which they do not get access to at school / home</p> <p><b>Pupil Voice</b></p> <p>8.New equipment supporting inclusion children able to choose their challenges using a range of equipment using the STTEP model and gold,</p>	<p>6. Continue to link with outside sports agencies / National Governing bodies. Continue to monitor pupil voice, training for staff.</p> <p>7. Continue to select a range of sports / dancing / fitness activities for ladder time</p> <p>8. Extend spare kit box to each class proving difficult to share between</p>
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					<p>class for break times Range of games equipment for ALL CHILDREN 2 IWB for both halls Sports leader badges FMS equipment Spare PE kits for each year groups purchased A wide range of new games equipment purchased</p> <p>9. Nationals Sports Week / Nutrition Week whole school activities to be planned around Olympic / Paralympic theme and nutrition to include parents and sports leaders to help organise it. Linking in with local schools for competition. (June 2017)</p>	<p>silver, bronze challenges</p> <p>Equipment supported all aspects of lessons particularly inclusion and ICT</p>	<p>3 classes.</p> <p>8... Continue to review / monitor equipment to ensure breadth and balance and high quality PE lessons / extra-curricular.</p>
2. the profile of PE and sport being raised across the school as a tool for	<p>Have a whole school focus on Health and well-being</p> <p>Develop</p>	1. Use of SLE time to monitor, develop action plans co-ordinate with SENCo, school council and task	<p>Use of SLE PE specialist time</p> <p>Sports Leader</p>		<p>1. Motor skills group to start summer term with SLE supporting TA targeting children with motor skills and health / well-being. MCFC FMS sessions we have</p>	<p>1. MCFC FMS sessions started review and monitoring ongoing.</p> <p>2. Meetings had with special school beginning to review</p>	<p>Keep and extend links with NGB's feeder High School and other</p>

whole school improvement	appropriate physical intervention groups	<p>team.</p> <p>2. Intra-school sports comps to embed the Olympic and Paralympic Values</p> <p>3. SLE to attend TASC meetings and link with School councillors on appropriate agenda items.</p> <p>4. Establish a motor skills / change for life group to target any health, well-being or motor skill needs.</p>	<p>uniforms:</p> <p>Badges: £50</p>		<p>targeted 30 children with emerging Motor skills in PE for additional sessions in EYFS March – July 2017</p> <p>2. SLE had time to meet with specialist teacher at Lancasterian, attend National PE Expert group meetings and meetings with local PE subject leaders.</p> <p>Change 4 Life club set up Easter 2017 – 10 children</p> <p>MCFC motor skills 30 children Reception March - July</p>	<p>to work on inclusion assessment, profiles etc.</p> <p>Increase in skills, confidence and competence as seen by increase in children participating in the coaching especially girls results practising more increase in confidence and skills at competitions and a good understanding of the values.</p> <p>SLE provided Up to date knowledge on new initiatives especially obesity strategy, new funding for PE and school Sport premium introduced new whole school / community initiatives for PE, school sport, health and well-being e.g. fit Friday, Mile a day, Skipping, MCFC nutrition, National Sports Week etc.</p>	<p>significant agencies to access initiatives on PE, school sport, physical activity and nutrition for all children.</p> <p>Obesity strategy whole school approach to continue to develop whole school initiatives monitor and track impact.</p>
3. increased confidence, knowledge and skills of all staff in teaching PE	Focus on quality of teaching & Learning in PE after audit and then staff INSET	<p>1. Employment of SLE for PE</p> <p>2. Staff to be trained on the Manchester planning,</p>	<p>SLE PE specialist time</p> <p>PE equipment</p>		1) Time tabled curriculum support for staff: impact greater confidence / competence including teachers demonstrating lessons for NQT course.	<p>1. So far all teachers had gymnastics and dance curriculum support.</p> <p>Feedback forms: All felt they were improving their</p>	Claremont to be a centre for NQT High Quality PE lessons next year.

and sport	<p>Ensure pupil progress meets / exceeds expected standards</p> <p>Link with community sports clubs to support staff in areas less confident</p>	<p>assessment, health and safety in PE etc. School to host the High Quality PE CPD NQT course for Manchester some of the staff supported to deliver model lessons.</p> <p>3. Access opportunities for professional learning for staff</p> <p>4. Monitor and increase the use of the IPAD in PE</p> <p>5. Support in H &amp; S for all staff in PE</p>	ordered £1000		Feedback from staff	<p>understanding of the organisation, inclusion, planning and assessment including use of TA and ICT (see impact forms)</p> <p>Three members of staff demonstrated High quality PE lessons to 25 NQT's for the NQT courses (Gymnastics, Dance, Games and athletics held at Claremont run by the SLE PE teacher)</p> <p><b>Teacher evaluation:</b> Huge impact to support me with the following: planning, setting differentiated objectives, use of ICT to support assessment and target setting, organisation of equipment and safety points. (S. Yeung)</p>	Continued programme of curriculum support from SLE for breadth of subjects next year including athletics and OAA and for new members of staff / NQT's and to focus on tracking and assessment with the new sow
4. broader experience of a range of sports and activities offered to all pupils	<p>Use Pupil voice, school council TASC Team and The school Games Crew to gain pupil and community perspective</p> <p>Increase number of health and</p>	<p>1. Set up and establish a school games Crew</p> <p>2. Agenda items on the school Council and TASC force meetings to discuss activities for the enrichment clubs and the new school playground.</p>	SLE Time Coaches Equipment		40 children trained 3 sessions so far to lead on lunchtime activities, help plan National Sports week and Sports Day.	<p>Increase in confidence, leadership skills sports leaders led on playground sessions.</p> <p>More children engaging in healthy activities</p> <p>Children confidently spoke about the PE and school sport to other schools –</p>	Continue sports leadership and schedule sessions in G & T time for training.

	<p>well- being activities for pupils</p> <p>Expand Disability sports offer</p>	<p>3. School to continue to fund a wide range of coaches and specialist coaches to inspire all groups of pupils</p> <p>4. Update sports equipment for curriculum PE, breakfast, and lunch and afterschool clubs.</p>				School Council / Sports Leader	
5. increased participation in competitive sport	To expand provision of level 1 and 2 competitions including children with Special needs and change 4 life programme.	<p>1. Ensure 80% pupils access level 1 intra school competitions.</p> <p>2. Increase the range of competitions at the level 2 school games with 50% year 5 and 6 entering a level 2 competition.</p> <p>3. Link with local cluster schools to offer a broader range of local competitions</p>	<p>SLE time</p> <p>Employment of coaches</p> <p>Transport</p> <p>Transport: £300</p> <p>Coaches: 16,570</p> <p>SLE Time:</p>		<p>1.12 school games competitions entered: so far:</p> <p>Gymnastics year 3 /4 and 5 /6</p> <p>Dance kS2</p> <p>Athletics Y5 /6</p> <p>Change 4 Life Festival KS2</p> <p>Basketball</p> <p>Hockey</p> <p>6 local cluster competitions scheduled with local cluster schools</p> <p>A and B teams taken</p> <p>Hockey, cricket</p>	<p>1. Year 6 30 % , 24 % year 5 entered school games level 2 competitions so far</p> <p>Increase in skills, confidence and competence as seen by results practising more:</p> <p>Tennis area heats Y3/4 1<sup>st</sup> through to City Wide Final</p> <p>Athletics 7<sup>th</sup> out of 12</p> <p>Basketball 4<sup>th</sup> out of 10</p> <p>Hockey 1<sup>st</sup> in area heats out of 10</p> <p>7<sup>th</sup> in the finals</p> <p>1<sup>st</sup> cluster comp</p> <p>Gymnastics: 5<sup>th</sup> in year 3 / 4 and 5 and 6 but 1<sup>st</sup></p>	<p>1.This year we are on track so far for the schools Games Gold award criteria so this will be continued next year</p>



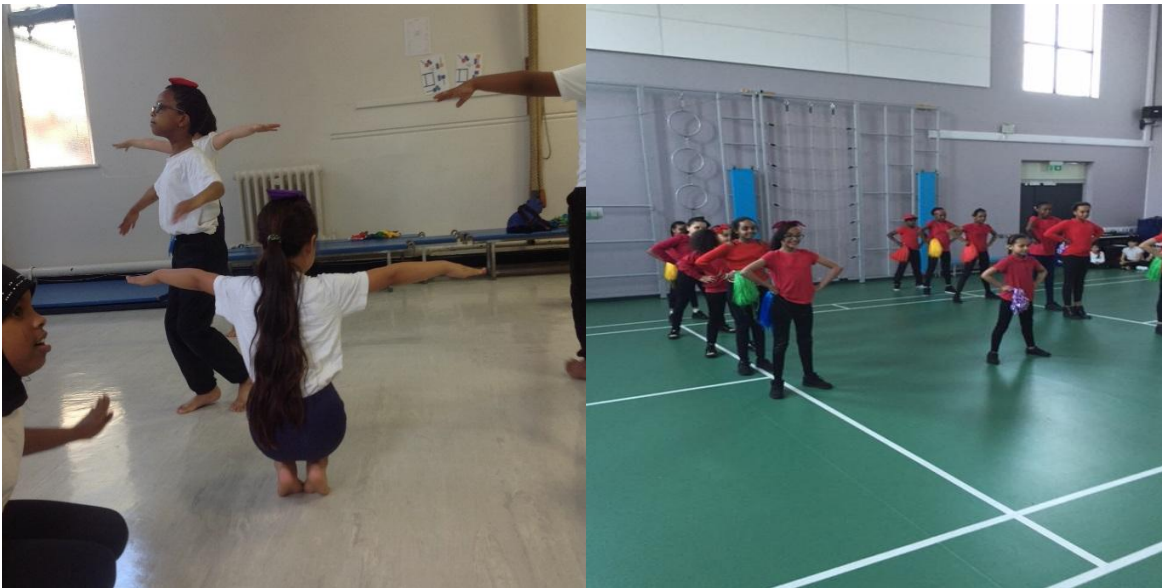
					<p>2. Inter form competitions started summer 1 aiming for children to participate in at least 3 intra form level 1 school games competitions</p>	<p>overall in floor routine scores</p> <p>Dance: 3<sup>rd</sup></p> <p>Cricket local league: 1 win</p> <p><b>Pupil Voice: We are learning how to compete against the best from other skills, make new friendships, and improve our on play and how to respect other teams: Tariq SMP</b></p> <p>2. 100 % children in Year 5 and 6 have participated in an intra form level 1 school Games competition either football, tennis or rounder's intra form competitions:</p>	
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We are very proud to have been chosen by The Youth Sport Trust to highlight Claremont's good practice and best use of PE and School Sport Premium – September 2017

The Claremont Primary story - developing knowledge, confidence and skills

By: Anita Richardson, Leader in Education for Claremont Primary School

Live through the following link <https://www.youthsporttrust.org/challenge-blog-series-claremont-primary-story>



The challenge: Knowledge, skills and confidence to deliver high quality PE

With an ever changing educational landscape, training and development opportunities offered to PE practitioners are often overlooked. Most teachers only receive between six and 10 hours of taught PE throughout their teacher training. Will Swaites, YSTs Head of PE and Achievement, recently suggested that the average primary school generalist teacher would rate themselves as less than five out of 10 in terms of having the knowledge, skills and confidence to deliver high quality PE.

Supporting practitioners to gain confidence, improve their knowledge, and hone their skill set to deliver high quality PE requires access to resources and learning opportunities. This blog puts the spotlight on Claremont Primary School which has invested in the development and training of its teaching staff and is now seeing a dramatic improvement in the impact PE has on pupil wellbeing and performance across the curriculum.

A large, three-form inner-city school situated in the heart of Manchester, Claremont Primary School has a diverse cultural mix of pupils and staff with a higher than average pupil premium rate. Here, Anita Richardson, the school's specialist leader in education, discusses the impact of up-skilling the PE workforce with practitioner resources to ensure high quality PE is delivered across the school.

### The Claremont Primary story

The staff at the school range from NQT, RQT to experienced teachers and last year I was brought onboard to up-skill staff by developing their knowledge, skills and confidence to deliver high quality PE and physical activity in school.

### The issue

Initial feedback from questionnaires demonstrated that staff felt confident and competent in most areas of the curriculum. However, many experienced a crisis of confidence when teaching PE. Reasons for this included a fundamental lack of placement opportunities dedicated to learning how to teach PE, too few mentoring opportunities due to a shortfall in the qualifications possessed by in-school staff, a fundamental lack of experience across the entire PE curriculum and a scarcity of 'free' time to access training.

### The solution

Over the past year the impact of up-skilling our teachers in PE and physical literacy has produced noticeable improvements in the quality of teaching throughout Claremont Primary. This has been reflected in pupils' attitudes and behaviours towards PE in school. PE kits are regularly brought in and excitement for lessons is heightened. Most importantly, children's fundamental movement skills are improving as teachers grow in confidence and utilise all their skills of assessment and behaviour management to deliver age and stage appropriate provision.

### Anita Richardson, Claremont Primary School

Improved confidence has helped support increases in club participation by students, and the number of sports and health clubs delivered by Claremont staff. In addition, there has been an evident improvement in attitude to learning and participation in PE, with over 80 applications for sports leaders and the numbers of participants in breakfast, lunchtime and afterschool clubs dramatically increasing.

Claremont experienced a personal best at the School Games because of this, reaching four citywide finals and gaining the Gold award for the School Games Mark.

Teachers found using the Manchester PE scheme of work, and programmes such as YST skills2achieve really useful in enabling a whole school approach to physical literacy and PE.

The YST Start to Move suite and Movement Assessment Tool app are resources which further support their confidence and competence by providing examples on how to track and assess key fundamental movement skills. They're simple to use and visually support progression of physical literacy skills which allows me, as a PE leader, to have further evidence of the impact and quality of current school physical activity.

It is so important that trainee teachers are mentored by knowledgeable and skilled PE peers, and can be observed in an official capacity. The YST offer a level 3 mentoring programme to support in the up-skilling of colleagues around PE to help improve the mentoring opportunities available to trainee teachers. Resources and Learning programmes help empower PE practitioners, and promote a whole school approach to ensuring high quality PE is offered to all young people.