



Sports Funding and Provision at The Spinney Primary School

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The DFE provides an additional amount of money to each school for PE and Sport Provision

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

This means that schools should use the premium to:

- develop or add to the PE and sport activities that your school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

There are 5 key indicators that schools should expect to see improvement across:

1. the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
2. the profile of PE and sport is 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

This financial year primary schools have been awarded specific funding of £8,000 plus £10/pupil by the DfE as part of an Olympic Legacy. In addition to lessons planned and delivered by Spinney teachers, we work with Premier Sport's qualified coaches to deliver a range of sports and PE disciplines including Dance, Athletics, Gymnastics, Orienteering, Martial Arts, Hockey, Swimming and Cricket. The cost of the specialist coaching is £10,000 per annum.

The Spinney School curriculum is carefully designed and organized to promote a child's academic, creative, intellectual, physical, spiritual and moral development. Quality provision for physical education, sports and games are key considerations in our curriculum design.

To ensure the national curriculum for physical education is covered we ensure that all our pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination

- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

In addition all pupils in Key Stage 2 are given opportunities to go swimming **in three separate years** to ensure that they achieve the expectation in the National Curriculum of being able to swim a minimum of 25 metres.

Swimming and water safety

The Spinney provides swimming instruction in key stage 2 and pupils are taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations

The Spinney also has a partnership with the Schools Sports Partnership. Through this partnership including the Sainsbury's Games pupils have had the opportunity to participate in a range of activities and tournaments with competitors from other local schools.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the PE programme of study and this is assessed by the teachers and the sports coach. Pupil's achievements and progress in Sports, PE and games is assessed by the specialist coach and the teachers and informs planning, as well as being annually reported to parents.

Spinney pupils are encouraged to participate in sports and other physical activities as part of a healthy lifestyle as demonstrated in the Learning at Home Half termly Planner. A healthy life style is a balanced one as shown on the Wheel of Well-Being and includes promoting physical, social, emotional, and mental well-being. Successes are celebrated in a number of ways including through assemblies and the weekly newsletter. Teaching of Sports, PE and Games is carefully planned to ensure pupils make progress and their skills and participation in sports and games are monitored so that pupils can be supported and challenged in their learning and able athletes can be identified.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	97%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	93%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	93%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	No

Academic Year: 2017/18		Date Updated:		
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			Percentage of total allocation: %	
School focus with clarity on intended impact on pupils:	Actions to achieve:		Evidence and impact:	Sustainability and suggested next steps:
<p>Year 5 & Year 6 attending an outdoor activity day – kayaking and caving et. Al. at a local arena (Thorpe Woodland in Peterborough). Impact: This allows the children to take challenges and risks in a PE setting.</p> <p>The whole of KS2 take part in summer production – involves dance skills. Impact: Dance is not always perceived to be PE, yet it is on the national curriculum and this activity boosts the profile of dancing with the children.</p> <p>Yoga –lessons across all classes by trained tutor. Impact: the children will see that not all PE activities involve e.g. running.</p>	<p>Trip organized and financial support given to parents. This will improve the children’s confidence and broadening their experiences of new sports/activities.</p> <p>Rehearsals and performances throughout summer 2. A production is given to parents at the end of summer term.</p> <p>Appoint tutor and schedule into class timetables</p>		<p>Year 5(March)/Year 6 (July) There were many new experiences for the children – one child has returned to Thorpe as it was great fun ‘The best school trip ever’. Children overcame some fears and anxieties by trying new activities. Team work grew and pupils enthusiastically encouraged each other to try new things.</p> <p>Children build confidence in performing and contribute ideas to dance routines. They take an active part in class and school rehearsals ahead of the event itself.</p> <p>Lessons to be carried out in second half of summer term. Intend to provide a unique experience and to represent a different aspect to physical activity.</p>	<p>17% - Sustainability; We have now made links with Thorpe Woodland and hope to revisit next year. We will now investigate other outdoor providers of more risk taking activities.</p> <p>2% - Sustainability: We charge a nominal price for tickets to see the performance to enable the production to take place. A dance teacher could be enlisted to teach some advanced steps.</p> <p>2% - Sustainability; The tutor has been a teacher at this school so there are already links.</p>

<p>Orienteering sessions for all classes across school. Impact: this will encourage children's fitness levels whilst competing with each other to complete the course quickly.</p>	<p>Create orienteering maps Purchase of compasses, flags and Markers Schedule into timetable</p>		<p>A whole teacher meeting is planned to focus on this so that teachers gain an understanding of what is involved. Whole school day of orienteering across classes to encourage team building and support.</p>	<p>7% - Sustainability; A parent with experience of orienteering is providing guidance and support with this. We plan to incorporate this into the PE curriculum.</p>
<p>Purchase of gymnastic benches to compliment the new training staff are undertaking June 2018 Impact: provide the required equipment to enable continued undertaking of gymnastic lessons in school</p>	<p>Purchase of suitable equipment.</p>		<p>To improve the skills & confidence of teachers in teaching gymnastics. Coupled with CPD training.</p>	<p>6% - Sustainability The benches should last many years and the CPD will enrich the teaching of this subject. We plan to incorporate this into the PE curriculum.</p>
<p>Purchase of Storage boxes for outdoor PE equipment Impact: Maintain an orderly stock of PE equipment, keeping it in good condition and accessible to all</p>	<p>Purchase of suitable equipment.</p>		<p>To provide easily accessible storage for outdoor kit and keep it in good condition.</p>	<p>3% - Sustainability; The boxes are good quality and so should last many years. These will be included in the routine maintenance review by the Caretaking team.</p>
<p>Purchase of Wooden shed for large outdoor PE equipment Impact: Maintain an orderly stock of PE equipment, keeping it in good condition and accessible to all</p>	<p>Purchase of suitable equipment</p>		<p>To provide easily accessible storage for outdoor kit and to keep it in good condition.</p>	<p>11% - Sustainability; Both sheds are of good quality and so should last many years. These will be reviewed regularly by the Caretaking team.</p>
<p>Purchase of Small wooden shed for Garden equipment Impact: Maintain an orderly stock of Gardening equipment, keeping it in good condition and accessible to all. To show that not all activity must be</p>	<p>Purchase of suitable equipment</p>		<p>To provide easily accessible storage for gardening equipment and keep it in good condition. This will also remind the children that activity does not always mean sport, and</p>	

<p>sport related</p> <p>Purchase of updated smaller items of PE resource for daily SEND intervention sessions in school. Impact: to enable SEND pupils to gain access to targeted activities on a regular basis.</p> <p>Purchase of added resources to enrich PE curriculum in school Impact: to enable a wide variety of sporting and physical activities to be taught in school</p>	<p>Purchase of suitable equipment</p> <p>Purchase of suitable equipment</p>		<p>gardening may promote wellbeing.</p> <p>To provide equipment that will enable SEND pupils to improve their balance, co-ordination and wellbeing in readiness for the school day.</p> <p>To provide the necessary equipment that will enable a broad cross section of PE and sports to be taught to all pupils.</p>	<p>1% - Sustainability; Sensory Circuits is a 15 minute activity that takes place every morning in the school hall for pupils with SEND. Teaching Assistants have been trained to deliver a programme of activities to develop motor skills and co-ordination in the children.</p> <p>9% - Sustainability; Having the correct resource to support learning is essential. We aim to keep the new equipment in the new storage (see above) with the expectation that the kit will be available over coming years.</p>
<p>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation: %</p>
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>		<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>Purchase of Balance Bikes for EYFS Impact: Increased balance skills, dexterity and confidence. Improved access to new equipment to encourage risk taking</p>	<p>Purchase of suitable equipment</p>		<p>Children in EYFS are growing in confidence and are enjoying the challenges of riding these bicycles.</p>	<p>4% - Sustainability; The bikes are good quality and will last over the next few academic years.</p>
<p>Inclusion of Fitrition in the whole school curriculum from external provider Impact; to reflect the importance of</p>	<p>Schedule sessions into class timetables and encourage participation</p>		<p>Sessions are booked for this programme to start in the Autumn term 2018.</p>	<p>15% - Sustainability; We have good links with the provider of this programme. We will consider this once the first</p>

nutrition and activity on the body.				term of lessons is complete.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
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School focus with clarity on intended impact on pupils:	Actions to achieve:		Evidence and impact:	Sustainability and suggested next steps:
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <p>Whole school improvement in delivery of gymnastics lessons. Impact: Gymnastics as a subject will be taught better by the staff.</p>	Staff to undertake a morning of gymnastics training during June Inset day		Training to be given during Inset day at beginning of June. Teachers will then have the new skills and knowledge to teach gymnastics effectively and more confidently.	1% - Sustainability The training will be provided by an established and recognized provider who has strong links with our school.
<p>Additional activities:</p> <p>Fencing Impact: To improve the PE experiences of the children by providing an opportunity for them to try different sports.</p> <p>Climbing: Impact: To improve the PE experiences of the children by providing an opportunity for them to try different sports.</p>	<p>Fencing activity to take part in Summer Term 2 for Years EYFS to Y6.</p> <p>Clip & Climb visits for each individual class for Summer Term.</p>		<p>Lessons to be delivered in June 2018. We hope to enrich the PE curriculum with activities that children have no previous experience of.</p> <p>Each class is visiting Clip n Climb for one morning session during the Summer term. Children have overcome fears and anxieties about trying new activities and have experienced 'danger' in a safe and protective</p>	<p>1.5% - Sustainability; We have good links with the provider of this programme. We will consider the continuation of this once the first set of lessons are complete.</p> <p>22% - Sustainability; these visits have proved to be very successful with both pupils and adults. Whilst funding is in place we would like to continue with these sessions into the next academic year.</p>

<p>Archery: Impact: To improve the PE experiences of the children by providing an opportunity for them to try different sports.</p> <p>EYFS Woodland sessions: Impact: Pupils are to visit the Wildwood with an outside company who will encourage tree climbing, fire building and other risk taking activities.</p>	<p>Archery activity for whole school to take part in Summer Term 2 for years 1 to 6</p> <p>6 weekly sessions of woodland activities for EYFS class from external provider</p>		<p>arena.</p> <p>Lessons to be delivered in June 2018. We hope to enrich the PE curriculum with activities that children have no previous experience of.</p> <p>We hope the EYFS children will grow in confidence and to challenge themselves by taking risks.</p>	<p>1.5% - Sustainability; We have good links with the provider of this programme. We will consider this once the first term of lessons are complete.</p> <p>2% - Sustainability; The woodlands in question is on our doorstep, and we have now made good links with an external provider.</p>
<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation:</p> <p style="text-align: center;">%</p>
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>		<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>Netball club: Impact: Allow the children to express themselves through competitive sports.</p> <p>Employ third party to warm up whole school & parents at Summer Sports Day/Stay & Play. Impact: When children see their parents/carers warm up for PE, this will impress upon them how important this action is. We will distribute literature reminding</p>	<p>Check resources and establish demand from pupils. Check H&S of netball poles – new kit. Contact local schools for matches. Employ Mrs. Moore and Mrs. Varley to run the club.</p> <p>Book Premier Sport and ensure water is available for all participants</p>		<p>The club began end of April 2018 and has proved to be very popular. Children are excited and very keen to join in. Two pupils from Y5 have commented that they are thoroughly enjoying the club and have learnt loads.</p> <p>We wish to encourage parents to take part in physical activities to support the learning in school.</p>	<p>3.5% - Sustainability; We have members of staff who are willing and able to run this club for a sustained period of time. Contact other schools to potentially play competitive matches.</p> <p>2% - Sustainability The company that does this has long links with our school. Parents are responsible for their child’s health and as partners in our children’s learning we work better</p>

parents about healthy eating and regular activities for good health.

together.