

Greenfield Primary Sports Premium Grant Expenditure August 2016 - 17

In September 2013, sports premium funding was introduced to every primary school with the aim of improving the quality of PE and school sport provision and the Government has announced it will continue until 2020. **Learning, achievement and progress for all children is an important part of our commitment to the use of our Physical Education Sport Premium grant.**

Our Mission statement for PE and School Sport Premium is to use the money to further support the teaching and delivery of National Curriculum PE as a whole school approach with staff CPD, alongside expanding the already strong programme of extra-curricular activities to ensure pupils, including targeted groups continue to develop and progress physically, socially, cognitively and emotionally

Greenfield Primary School is a Youth Sports Trust school and is also an ASA swimming charter school. The Leadership Team and the Governing Body are committed to monitoring the provision and IMPACT of the Primary PE and sport funding to see the IMPACT on:

- Achievement in weekly PE lessons
- Increased participation on competitive school sport
- Personal health and well-being
- Improved attitudes and behaviour towards learning

We are committed to using the sports provision money to support Greenfield Primary's commitment to help all pupils develop healthy lifestyles and reach the performance levels they are capable of. Greenfield Primary is committed to creating opportunities for pupils to take part in a range of sporting events and activities as it believes these also promote opportunities for promoting British values and many aspects of pupils' spiritual, moral, social and cultural (SMSC) development.

The DfE PE and sport premium must be spent by schools on 'making additional and sustainable improvements to the provision of PE and sport' for the benefit of all pupils to encourage the development of healthy, active lifestyles. At Greenfield Primary, the funding is used to develop or add to the PE and sports activities that we already offer and to make improvements now that will benefit pupils joining the school in future years. For example funding is used to:

- Hire qualified sport coaches to work alongside teachers
- Provide existing staff with training or resources to help them teach PE and sport more confidently and effectively
- Introduce new sports or activities and encourage more pupils to take part
- Support and involve the least active children by running or extending schools sports clubs, holiday clubs and Change4Life clubs
- Run sport competitions
- Increase pupils' participation in the school games
- Run sports activities in partnership with other schools

Physical education plays a crucial role in the education of the whole child. It contributes directly to development of physical ability and health and fitness, and helps children to learn to make informed choices and understand the value of leading a physically active lifestyle. Physical education is unique to the school curriculum and the only programme that provides

pupils with opportunity to learn fundamental movement skills, develop fitness, gain an understanding of physical activity and promotes social, co-operative and problem-solving abilities. Through physical education pupils learn the skills and knowledge to incorporate safe, satisfying physical activity within their lifestyle.

How has our spending had an IMPACT?

Spending 2015 - 16

Allocation	£10,292
Actual spending	£11,500
IMPACT	Assessment data shows more pupils working at age related expectations.

Spending 2016 – 17

Allocation	£10,390
Actual Proposed spending	£11,300
IMPACT	Current assessment shows that more pupils are participating in sporting activities in school and outside school. The school now offers a greater range of activities and participates in more competitions. The fitness tests show that children are fitter. We continue to look for ways to promote healthy lifestyles.

Helping all pupils develop healthy lifestyles

As a result of our PE premium funding allocation, we have increased activity levels for all year groups as part of our PE timetabled lessons and through timetabling additional focused PE intervention initiatives using external specialists. We have seen current activity levels increase for all our year groups and our after school provision with more sporting clubs, activities and competitions than ever before. We have increased pupil participation at lunchtime and after school due to the success of our sports coaches working with the children on the playground. We continue to have sports coaches leading lunchtime activities four lunchtimes each week which ensures that children have access to quality sporting provision each day in addition to their PE timetabled sessions. The school focus on physical activity levels is supported by our whole school assemblies, commitment to promoting British values and our work on developing healthy lifestyles including lunches and snacks as well as our commitment to supporting the emotional and well-being of all pupils.

Improving the quality and breadth of PE and sport

Specialist PE sports coaches now support the delivery of the PE curriculum working alongside class teachers throughout the school. Throughout 2016-17, the school is being supported by specialist PE coaching staff who deliver professional development training for staff as well as supporting the planning and assessment of lessons. The school has access to

additional sports specialist staff through the teaching schools and access to quality planning and continuing professional development. Partnership work and competitions with our linked school and through the Family of Schools has enabled staff to provide additional challenge for our more able children during the PE lessons. Feedback from staff has been positive and they are incorporating planning ideas into their future lessons as well as providing more challenge for gifted pupils in PE.

We have supported and engaged different groups of children through our daily Big Moves programme and Energy Club/physical literacy projects working with the South Leicestershire School Sports partnership. We continue to provide places for pupils (with funding support) for after-school sports clubs and holiday clubs. We hosted a successful three-week sport activity club during the summer holidays of 2015-16 and an Easter club and summer clubs are planned for 2016 – 17.

Since the autumn term 2014, we assess the children's fitness at the start and end of each academic year to help record the impact of our PE provision. All children from years 1 – 6 are assessed using an external sports company. This data is then used to inform class fitness, class and whole school initiatives as well as identify pupils for additional activity intervention.

A curriculum that promotes and sustains a thirst for knowledge and a love of learning

Greenfield Primary School continues its commitment to running and participating in tournaments, sport competitions and increasing pupils' participation in school games. Our school curriculum for 2016 - 17 is linked to competition events and for some areas of the PE curriculum, for example dance and football we are using our PE premium money for external PE specialists and coaches to work with individual year groups prior to these competitions to ensure that skills are secure and that the more able children are challenged. Our curriculum is tailored to ensure that taught lessons work alongside planned sporting events and competitions.

Our PE curriculum also promotes positive behaviour and a good understanding of safety matters; it links with Personal Social Health Education and other curriculum subjects giving opportunity for the promotion of emotional health and well-being, numeracy, literacy, physical literacy as well awareness of healthy lifestyles, obesity and smoking. Our curriculum is inclusive and our inclusive games club is particularly targeted at inclusion.

Review of provision

Greenfield Primary has reviewed its provision based on the most recent survey 'Beyond 2012 – Outstanding Physical Education for all (2013)'

Beyond 2012 – outstanding PE for all (2013)	School approach
Teachers' lack of detailed subject knowledge.	<ul style="list-style-type: none"> PE curriculum reviewed and updated for each academic year.
Superficial lesson planning and limited use of assessment.	<ul style="list-style-type: none"> Cycle of PE lesson observations checked alongside planning. PE planning supported by specialist PE CPD, specialist teachers from Family of Schools and networking meetings. PE subject leaders undertake monitoring of PE provision as well as joint working within PE primary local schools' meetings.
Not enough opportunities for pupils to participate and compete in school sport.	<ul style="list-style-type: none"> PE curriculum map is linked to annual cycle of school sport competitions. School enters all schools competitions.
Insufficient focus on promoting pupils' physical fitness.	<ul style="list-style-type: none"> PE fitness and physical literacy is part of the school curriculum. All PE lessons are planned to make links to develop the fitness tests and teacher's assessments inform identifying groups of pupils for additional intervention.
No identified strategy to improve the health and well-being of all pupils.	<ul style="list-style-type: none"> The school invests staff time in identifying pupil well-being initiatives and sourcing additional provision from outside providers to meet the identified pupil needs.
Not all pupils could swim 25 metres unaided by the end of Key Stage 2.	<ul style="list-style-type: none"> A comprehensive programme of swimming in KS2 ensures that this target is met.

Other actions for maximum IMPACT	
Ensure that strategic action plans for using the funding include clear, measurable targets for improvement and IMPACT.	<ul style="list-style-type: none"> The PE subject leader files identify IMPACT from previous year and spending of PE premium as well as action plans for whole school improvement.
Clearly show how school leaders, including governors will evaluate the IMPACT that the premium is having on improving PE and sports provision.	<ul style="list-style-type: none"> PE spending linked to school development plan priorities is an agenda item with governors.
Ensure regular monitoring and review of specialist PE teacher and sports coaches to	<ul style="list-style-type: none"> Subject leaders annual cycle of review.

ensure that the quality of teaching and coaching is consistently good or better.	
Ensure that the professional development of staff is well planned and specific to the individual needs of teachers and classroom assistants.	<ul style="list-style-type: none"> • Whole school PE CPD is identified.
Monitor the IMPACT of professional development to ensure the sustainability of consistently good teaching of PE across the whole school.	<ul style="list-style-type: none"> • PE lesson observations and collection of class data is analysed to identify class, year group and whole school priorities for improvement. • Head teacher meets with specialist providers throughout the year to review provision and IMPACT.
Provide additional activities to encourage immediate and longer-term participation in sport and physical activity for identified 'non-participants'.	<ul style="list-style-type: none"> • Subject leaders in consultation with staff identify additional activities which will interest pupils and promote their participation .
<p>Introduce activities specifically aimed at enabling the most able pupils to achieve high standards in PE and sport.</p> <p>Create links with a wider range of external sports clubs to achieve sustainable ways of engaging all pupils in physical activity and sport.</p>	<ul style="list-style-type: none"> • More able provision through specialist coaches and additional sporting activities with schools and within inter-school competitions.
Work closely with parents, carers, local health and other such agencies to promote the health and well-being of all pupils, especially those who are overweight.	<ul style="list-style-type: none"> • Physical literacy courses are held. • Parents are also given the opportunity to send children to Easter and summer clubs which mix sporting activities with dance, arts and crafts.

Our PE School Development Priorities 2016-17

During 2016-17 we will develop PE as follows:

- Assessment data shows that all pupils are working within at least age expectations in line with the new curriculum. Our priority for 2016 - 17 will be to further increase the number of pupils who attain at secure plus within their assessments and that any gaps within termly fitness assessments are narrowing.
- Extend the IMPACT of our dance CPD programme and review all of our provision towards our application to the afPE Quality Mark.
- Continue to look at the range of clubs and activities we provide and as well as our existing programme, teachers at the school will also provide a new hockey club, netball club and gymnastics clubs as well as providing more sporting and dance provision for EYFS, KS1 and KS2
- We will continue to develop a big moves/physical literacy programme and also introduce a multi- skills club for Foundation and KS1 children.
- Build on our successful sports holiday clubs to include multi-sports and dance activities.
- Increasing physical literacy activities for KS2 pupils, particularly girls.
- Increase participation in inclusive sporting competitions for pupils on the special needs and vulnerable register
- Introduce before school gymnastics club spring - summer 2017
- Look to introduce sport to a targeted breakfast club fro 2017.

How we will spend the grant in 2016-17?

1. Objective: Physical Education Curriculum	Activity and IMPACT	Budget
<p>High quality physical education for every child.</p>	<p>KS1:</p> <ul style="list-style-type: none"> • Activities which enable pupils to access a range of experiences and which supports the development of competent and confident movers; we will specifically focus on dance for all year groups throughout the year working with dance and fitness specialists. <p>KS2:</p> <ul style="list-style-type: none"> • Physical activities developed which allows pupils to develop and apply a range of skills in different contexts – creative, social and thinking skills in PE. • Modified activities (age and ability) to learn physical, social and thinking skills. Developing leadership skills and pupils able to articulate the benefits of regular IMPACT. • PE Links with other subjects that contribute to pupils’ overall achievement and their greater social, spiritual, moral and cultural skills. • Children will focus on dance throughout the academic year 2016-17. The dance will be linked to cross-curricular or world events topics that they are studying in class, for example a history topic. 	<p>£5000</p>
<p>The curriculum is broad and balanced matched to the needs of the children.</p>	<ul style="list-style-type: none"> • The curriculum goes beyond the National Curriculum expectations and is delivered in a range of environments, which develops all physical skills and some leadership and coaching skills. The school curriculum was reviewed and further developed throughout 2015-16 through partnership with a PE specialist teacher and new curriculum assessment materials. Throughout 2016 – 17 we will continue to deliver this curriculum as well as undertake termly fitness assessments, and implement our new PE assessment without levels. • High quality PE provision through an exciting curriculum IMPACTs on pupil behaviour and attendance - also supported by working with external PE specialists. • Curriculum map reviewed to link with new symphony assessment sheets and agreed calendar of competitions and tournaments. IMPACT – pupils have opportunity to work towards goals and staff provide opportunities to celebrate achievement. • Additional planning materials and competitions promote inclusion in sport as well as supporting the more able pupils. 	<p>£1000</p>

Professional Development for staff.	<ul style="list-style-type: none"> • Ongoing CPD programme - supported and skilled to deliver a range of teaching and learning styles in PE with the majority of pupils making good progress. • Use of external PE specialists to provide advice, evaluate strengths and weaknesses and implement plans for improvement. • Staff attend relevant CPD training with Greenfield for PE, implementing the new National Curriculum, inclusion in PE, challenge for the more able and developing SMSC. IMPACT – to develop understanding of children’s social, mental and emotional needs and identify strategies to further support their learning through physical activity. • Greater awareness amongst pupils about the dangers of obesity, smoking and activities that undermine pupils’ health. • Developing the use of assessment as part of our commitment to Youth Sport Trust. 	
Extension and challenge opportunities for the gifted in PE.	<ul style="list-style-type: none"> • Use of PE specialist and external qualified coaches to provide additional skills development for all pupils – more opportunities and challenge for more able pupils – particular focus on dance for 2016-17. 	£3000 (included in above costs)
PE co-ordinator development	<ul style="list-style-type: none"> • PE co-ordinators training and liaison with other co-ordinators / network of schools including release time to work on reviewing the curriculum map, planning and tracking linked to the new curriculum and lesson observations by Subject Leader. 	£600
Cycling and walking initiatives.	<ul style="list-style-type: none"> • Walking and running initiatives throughout the year and competitions to encourage walking and running throughout the year 	
ICT developed to support PE provision.	<ul style="list-style-type: none"> • ICT – using the iPads and ICT to model good practice, to inspire children’s learning, support materials and programs used in the planning of subsequent lessons. Use of iPads to record sessions to support assessment and to support the use of reports. Photos and results to be published and celebrated on the school’s twitter and Facebook page and school website blog. 	ICT budget
Resourcing.	<ul style="list-style-type: none"> • PE equipment • Playtime / lunchtime equipment 	£600
Offer subsidised activities for pupils and free places to identified groups.	<ul style="list-style-type: none"> • Monitor the take up of all vulnerable groups 	£300
Youth Sports Trust membership.	<ul style="list-style-type: none"> • Curriculum support. 	£200

2. Objective: Extra-curricular school sport	Activity	Budget
	<ul style="list-style-type: none"> • Activities delivered by coaches at least UKCC Level 2 for all year groups. • Football coaching for autumn - summer 2016 – 2017. <p>KS1:</p> <ul style="list-style-type: none"> • Multi-skills clubs that build on their skills and provides more play opportunities and reinforces the importance of being physically active. • Begins to introduce leadership skills. <p>KS2:</p> <ul style="list-style-type: none"> • Extra-curricular activities that encourage pupils to be involved in physical activities. Equipping pupils to utilise the skills and characteristics of a range of sports with the skills and confidence to continue and be involved in school and inter-school sport. • Behaviour is good in PE lessons because pupils co-operate and collaborate. 	£600
Inclusion and extension activities.	<ul style="list-style-type: none"> • Continue to provide activities that cater for and appeal to all pupils. The programme of activities responds to demand and introduces sports activities that pupils may not otherwise experience. • Behaviour is good in extra-curricular lessons because pupils co-operate and collaborate in team-working and competitive situations. • Extra-curricular activities support pupils in making healthy lifestyle choices. • IMPACT shown within pupil interviews, discussions and feedback from parents and from after school registers • Increase in participation rates. 	
Lunchtime sporting activities.	<ul style="list-style-type: none"> • Sports coaches working with all year groups - devise fun games, skills and activities. • Training for sports leaders and sporting ambassadors. IMPACT - increase in confidence, improved opportunity for more sport and play at lunchtimes, • A wider range of activities and opportunities provided to all year groups. • Support at lunchtimes with additional sports coaches working with identified pupils where lunchtimes can be challenging. • IMPACT: specialist coaches to work with our pupil ambassadors and sport leaders to support skill development. Increased lunchtime coaching and support skills development for each year group. • Use of sports leaders to promote sport at lunchtime and within after school competitions 	£3000
Pupils as Playground Pals and Sporting Ambassadors.	<ul style="list-style-type: none"> • IMPACT - Improvement in behaviour and independence, pupils to encourage the use of new equipment and develop the Playground Buddies and Sporting Ambassador leadership roles they have taken on. • Pupils are able to support other pupils and reward them with stickers for good play and activities. 	

	<ul style="list-style-type: none"> PE at Greenfield Primary greatly IMPACTs on pupils' self-esteem, improved health and well-being, improved behaviour in lessons and at playtime and lunchtime with active and engaged pupils, independent leaders and learners as well as improved social skills and the ability to work collaboratively. 	
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3. Objective: competitive school sport	Activity	Budget
	<p>KS1:</p> <ul style="list-style-type: none"> Year round curriculum has planned activities setting personal challenges, based on movement foundation and multi-skills. <p>KS2:</p> <ul style="list-style-type: none"> Competition delivered in extra-curricular time which builds on competition introduced in PE lessons. 	
Competitions	<ul style="list-style-type: none"> 2015 – 16 provision reviewed by all staff throughout the Autumn term based on the IMPACT of the new curriculum 2015 - 16. Competitions and cross curricular events linked to key sporting events or charity fund raising. IMPACT - to inspire pupils to achieve their personal best and encourage team-work and competition in sporting challenges. Increase and success in competitive sports. Growth in range of provisional and alternative sporting activities e.g. netball, hockey, basketball club, cross country. 	
Competitions for gifted pupils in PE	<ul style="list-style-type: none"> Extension and challenge opportunities for the gifted in PE through the challenge of competitions. Use of PE specialist and external qualified coaches to provide additional skills development for gifted pupils to participate in competitions. 	