

West Cornforth Primary School

Monitoring of the Sport Premium 2016-17

Since September 2013, Ofsted inspections report on PE and sport provision and on how schools spend their additional funding.

The government also hold schools accountable by requiring them to publish by April 2014, on their websites, details of how they spend (or will spend) their PE and sport grant. They must also include detail about the impact this funding has on pupils' PE and sport participation and attainment.

The following document enables all schools to outline how the Primary PE and Sport Premium funding, will enable a measurable and sustained improvement against the four aims through:

- PE and sport, underpinned by high quality teaching
- Increasing participation levels in physical activity
- Increasing healthier pupils who are more engaged across the whole curriculum.

The four objectives of the Primary PE and Sport Premium funding are:

1. To improve the quality of existing PE teaching through continuing professional learning in PE for generalists, so that all primary pupils improve their health, skills and physical literacy, and have broader exposure to a range of sports
2. To increase participation levels in competitive sport and healthy activity of pupils, and maintain these into adolescence
3. To increase the quality of initial teacher training in PE and sport, and to promote PE specialisation in primary level workforce
4. Schools understand and value the benefits of high quality PE and sport, including its use as a tool for whole school improvement.

School Audit

1. How many hours of curriculum **Physical Education** do each class receive?

2 hours

2. How many after school clubs are available per week?

4 (on average)

3. What proportion of pupils take up the afterschool clubs?

Class	2013-14 Students	2014-15 Students	2015-16 Students	2016-17 Students
EYFS	0/20 (0%)	6/18 (33%)	12/30	9/22
Year 1	19/30 (63%)	17/20 (85%)	9/26	14/30
Year 2	8/22 (35%)	16/28 (57%)	12/22	16/26
Year 3	12/22 (55%)	10/21 (48%)	8/21	10/22
Year 4	13/17 (76%)	12/16 (75%)	14/22	16/21
Year 5	7/14 (50%)	17/17 (100%)	14/24	16/21
Year 6	11/16 (69%)	11/14 (50%)	15/23	17/24

4. What proportion of pupils attend a local club, or take part in out of school sport?

Class	2013-14 Students	2014-15 Students	2015-16 Students	2016-17 Students
EYFS	3/20 (15%)	7/18 (39%)	13/30	14/22
Year 1	10/30 (33%)	6/20 (30%)	9/26	17/30
Year 2	7/22 (32%)	12/28 (43%)	5/22	11/26
Year 3	7/22 (32%)	8/21 (38%)	11/21	5/22
Year 4	8/17 (47%)	6/16 (38%)	10/22	4/21
Year 5	6/14 (43%)	10/17 (59%)	7/24	13/22
Year 6	5/16 (31%)	8/14 (57%)	9/23	16/24

5. What proportion of pupils are involved in intra-school sports competitions?

Class	2013-14 Students	2014-15 Students	2015-16 Students	2016-17 Students
EYFS	20/20	18/18	30/30 (100%)	22/22
Year 1	30/30	20/20	26/26 (100%)	30/30
Year 2	22/22	28/28	22/22 (100%)	26/26
Year 3	22/22	21/21	21/21 (100%)	22/22
Year 4	17/17	16/16	22/22 (100%)	21/21
Year 5	14/14	17/17	24/24 (100%)	22/22
Year 6	16/16	14/14	23/23 (100%)	24/24

Every child at WCPS competed in intraschool gymnastics and dance festivals. Every child also competed in a variety of sport competitions throughout the year on lunch times ran by both staff and SSOC Pupils.

These were carefully selected from the school games list and ensured that as many different sports as possible had a competitive link with in school.

6. What proportion of pupils are involved in inter-school competitions?

Class	2013-14 Students	2014-15 Students	2015-16 Students	2016-17 Students
YR	0/20	0/18	0/30	0/22
Year 1	30/30	20/20	0/26	30/30
Year 2	22/22	28/28	0/22	1/26
Year 3	22/22	21/21	3/21	22/22
Year 4	17/17	16/16	6/22	11/21
Year 5	14/14	17/17	13/24	14/22
Year 6	16/16	14/14	11/23	24/24

This has meant that we are the sixth highest school with in the sedgefield district for the amount of children involved in inter school competitions. As well as this, it has been one of the driving force behind our successful gold award submission for 2016-17

7. Which of the following sports or activities has your school provided this academic year as part of the PE curriculum or an after school club?

Sport/Activity	Tick One Only	Sport/Activity	Tick One Only
Angling	No	Lacrosse	No
Archery	No	Martial Arts / Self Defence	Yes
*Athletics (inc. Cross Country)	Yes	Mountain Biking	No
Badminton	No	Multi Skills Club / Fitness	Yes
*Basketball (inc Wheelchair)	Yes	*Netball	Yes
*Boccia	Yes	New Age Curling	No
Bowles	No	Orienteering	Yes
Boxing	NO	OAA	Yes
Canoeing / Kayaking	No	Rounders / Softball	Yes
Cricket	Yes	Rowing	No
Cycling	Yes	*Rugby (inc 'tag')	Yes
Dance	Yes	Sailing	No
Equestrianism	No	Squash	No
Fencing	No	*Swimming	Yes
*Football	Yes	Table Cricket	No
Goalball	No	Table Tennis	Yes
Golf	No	*Tennis	Yes
*Gymnastics	Yes	Triathlon	No

Hockey	<input type="checkbox"/> Yes	Volleyball	<input type="checkbox"/> Yes
Other	<input type="checkbox"/> Yes <input type="checkbox"/> No	Other	<input type="checkbox"/> Yes <input type="checkbox"/> No

Sports in **RED** are Sainsbury School Games sports. Those with * are County Durham Level 2 sports.

8. What is the increase in the numbers involved in extra-curricular Sports activities

Class	2013-14 Students	2014-15 Students	2015-16 Students	2016-17 Students
EYFS	[0/20 (0%)]	[6/18 (33%)]	12/30	9/22
Year 1	[19/30 (63%)]	[17/20 (85%)]	9/26	14/30
Year 2	[8/22 (35%)]	[16/28 (57%)]	12/22	16/26
Year 3	[12/22 (55%)]	[10/21 (48%)]	8/21	10/22
Year 4	[13/17 (76%)]	[12/16 (75%)]	14/22	16/21
Year 5	[7/14 (50%)]	[17/17 (100%)]	14//24	16/21
Year 6	[11/16 (69%)]	[11/14 (50%)]	15/23	17/24

This shows class by class the increase in participation in extra curricular sporting activites showing a trend year on year that all classes have increased year on year (excluding early years 16-17)

Strategy

9. What was the role of school governors in the process?

	Please tick one only
They were involved in the discussions and the decision process	<input checked="" type="checkbox"/> x
They were informed about the decisions	<input checked="" type="checkbox"/> x
Neither of the above	<input type="checkbox"/>

10. What other agencies have you sought advice from or worked collaboratively with in utilising the Sport Premium?

	Please tick one only
Specialist PE advisors	<input checked="" type="checkbox"/>
Association for Physical Education	<input type="checkbox"/>
School Sport Partnerships (including SGO)	<input checked="" type="checkbox"/>
County Durham Sport	<input type="checkbox"/>
Culture and Sport (Durham County Council)	<input type="checkbox"/>
Youth Sport Trust	<input type="checkbox"/>
National Governing Bodies	<input type="checkbox"/>
Local Clubs	<input checked="" type="checkbox"/>
Health / Youth Services	<input type="checkbox"/>
Independent Sports Coaching Companies	<input type="checkbox"/>
Other: []	<input type="checkbox"/>

Impact on pupil groups

11. How did the school identify groups/individuals to benefit from Sport Premium funded actions?

KS1 & KS2 children worked with specialist coaches in gymnastics, dance and athletics over the academic year 2016/17. The use of other external coaches and SSP support to engage children in sport activities and to encourage them to attend clubs out of school hours. SSP coaching sessions have allowed children to try sports they may not have experience in, (such as judo) and have resulted in children joining clubs (Destination Judo, Sedgfield Harriers, Athena Gymnastics, netball, Basketball Durham Wildcats jrs , Ferryhill Karate).

12. Which classes/year groups has the Sport Premium been spent on and why?

The Sport premium money has been spent on all children and teachers. The aim of the funding is to improve the quality and breadth of our PE and sporting provision. To meet this criteria we have identified a number of key priorities which include; increasing the competitive opportunities available to all pupils both in school and out of school, there has been great strides in this area over the last year been named 6th in district for number of children involved at inter school activities and 4th in the district for amount of interschool events attended. We have done this by working in partnership with other schools to share expertise and resources and offering new and varied sporting opportunities for our pupils in all year groups across the school.

Measuring the Impact

13. Briefly explain the schools rationale for the distribution of Sports Premium funding

Our key focus was to ensure the growth and breadth of the PE curriculum, increasing the competitive opportunities available to all pupils, working in partnership with other schools to share expertise and resources and offering new and varied sporting opportunities for our pupils. We were keen to address current issues that have been raised in national surveys including: improving participation in a wider curriculum and extra-curricular programme, achieving success in competitions, achieve a curriculum which is inclusive and inspires all pupils, work with other partners to develop leadership within the subject and create stronger links with other subjects to improve academic achievement. This has been helped and influenced by having a full time member of staff dedicated to PE. This has enabled teachers to learn good practice from a member of staff who has more confidence in this area of the curriculum.

Progress

The following summarises the impact on pupils of the Sport Premium:

14. The quality of teaching and learning of Physical Education is judged to be:-

	Please tick one only
Outstanding	<input type="checkbox"/>
Good	<input checked="" type="checkbox"/>
Requires Improvement	<input type="checkbox"/>
Inadequate	<input type="checkbox"/>

15. Briefly outline the systems in place to evidence this judgement

Review of planning.
Core Task assessment records
Photographic and video evidence
Lesson observations
Sedgefield SSP Coach evaluations

Summarise the professional development that has taken place and the impact it has had

BH received 1:1 planning meetings with Jonny Scott to develop Pe folder and intra-school competition calendar.
SSP programme of support from coaches and CPD training. Athletics, gymnastics and dance coaches worked some teaching staff delivering PE lessons and with support planning progressive lessons.
Mr Hoggart received specialist PE leadership training.
Impact has been improved standards of performance in PE and extra curricular activities.
Whole school % increase in after school sports clubs.
Positive attitudes to health and well-being (identified through teacher discussions)
Improvement in behaviour of students across the whole school.
Mr Hoggart has developed an ability to support other colleagues in PE and provide more resources/ ideas.

Health Initiatives

16. What programmes have been put in place to support and engage the least active and most vulnerable pupils?

All clubs and breakfast club are free.
Change for Life Club (less active Y1-6s invited to attend)
More after school clubs available for all children.
Fully inclusive intra-school sport structure of competition
Girls encouraged to join minority girl sports (rugby, football, ect).
Access to level 2 school games events
High quality coaches provided by Sedgefield SSP. Coaches planned and delivered high quality PE lessons to include and engage all children. All teachers were included in this process so they are more able to deliver high quality PE lessons for all children.
Taster sessions provided in basketball, Judo and takewando children provided with information about clubs outside of school.
SAFC: Foundation of Light programmes to engage parents in family based learning.
Cornforth House (community partnership): Bootcamp available to children of all ages and parents to increase the community links and encourage family based learning
Breakfast and tea time club available 5 days per week.
Breakfast club 'morning mile' takes place every morning.

17. What has been the impact of these programmes on the pupils?

More children attending after school clubs (% increase from 2016/17)
More children involved in intra & inter-school competition.
More children attending out of school hours local sports clubs.
Children have had sports experiences that they may not have access to outside of school.
More children engaged and determined to persure sports in the future.

18. What are the key priorities you will use next year's funding to address?

- Buy into Sedgefield SSP Games package to give all children more chance to perform at inter school competitions
- Purchase multi use games kit.
- Children working below average in PE to take part in an 'inclusive activities' club (possibly run at lunch times)
- Training for new School Sport Organising Crew. (SSOC to run lunch time club for less active)
- Extend range of physical activities (for example golf and cheerleading)
- Run healthy eating and cookery classes after school

Summary of the Impact of Sport Premium at West Cornforth Primary School

<p>Aim</p> <p><i>(these are the four aims of the Sport Premium funding)</i></p>	<p>National Priority</p> <p><i>(Includes the 7 key factors to be assessed by Ofsted)</i></p>	<p>School Priority / Action Plan</p> <p><i>(these are the key actions identified to improve our provision from last year)</i></p>	<p>Actual Impact</p> <p><i>(the difference it has made or will make)</i></p>	<p>Evidence</p> <p><i>(sign-posts to the sources of evidence)</i></p>	<p>£'s</p> <p><i>(amount of grant allocated)</i></p>
<p>1.To improve the quality of existing PE teaching through continuing professional learning in PE for generalists, so that all primary pupils improve their health, skills and physical literacy, and have broader exposure to a range of sports</p>	<p>Achieving high quality PE</p>	<p>Buy into Sedgefield SSP Enhanced SLA. Provide whole staff training, include fundamental movement skills in KS1</p>	<p>Teachers received support from SSP specialist coaches to deliver high quality PE lessons. Improved teacher confidence. Improved enjoyment and physical activity in PE.</p>	<p>Coaching evaluations Pupil voice</p>	<p>£5150</p>
<p>To increase participation levels in</p>	<p>Increasing participation and inclusion</p>	<p>Offer a wider variety of after school sports clubs.</p>	<p>Increase in participation in sports afterschool clubs.</p>	<p>School register data</p>	<p>£200</p>

competitive sport and healthy activity of pupils, and maintain these into adolescence		Add more clubs to Reception class Transport to and from events			
To increase participation levels in competitive sport and healthy activity of pupils, and maintain these into adolescence	Promoting health, active lifestyles	Teachers encouraged children to think about physical activity time in every PE lesson to ensure children are more active. Promote afterschool clubs in assemblies, Sport & PE board etc.	Children more active in lessons Increased participation at afterschool sports clubs	Teacher discussions Pupil voice School register data	£0
To increase participation levels in competitive sport and healthy activity of pupils, and maintain these into adolescence	Providing competitive school sport	Buy into Sedgefield SSP enhanced service level agreement Enter as many events as possible Intra school and inter school competition	Increased participation in SSP events. More children involved in sport Achieve greater success to inspire more to participate	SSP data School register data	Enhanced service already specified Transport £2000
Schools understand and value the benefits of high quality PE and sport, including its use as a tool	Developing leadership, the curriculum and subject profile	Ensure all staff using Core Tasks in PE to assess pupil progress. Celebrate success in assembly, on PE board, newsletters, website, twitter, ect.	All staff using Core Tasks and reporting on pupil progress half termly. Increased participation in school sport	School assessment records School Register	£0

for whole school improvement.					
To improve the quality of existing PE teaching through continuing professional learning in PE for generalists, so that all primary pupils improve their health, skills and physical literacy, and have broader exposure to a range of sports	Contributing to pupils' overall achievement	High quality PE lessons delivered with support from SSP coaches. Children are aware of grades in relation to the national curriculum	Children developed sport specific skills and many transferable skills. Children able to evaluate their own performance	Lesson observations Pupil voice/ questionnaires.	£0
To increase participation levels in competitive sport and healthy activity of pupils, and maintain these into adolescence	Developing partnerships	Local sports clubs highlighted and promoted to children (talk, on newsletter, leaflets, twitter)	More children attending local sport clubs	School sport participation data	£0
					£
					£

