

## West Cornforth Primary School

### Monitoring of the Sport Premium 2015 - 2016

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 after school clubs?

Class	2013-14 Students	2014-15 Students	2015-16 Students
<b>EYFS</b>	0/20 (0%)	6/18 (33%)	12/30 (40%)
<b>Year 1</b>	19/30 (63%)	17/20 (85%)	9/26 (35%)
<b>Year 2</b>	8/22 (35%)	16/28 (57%)	12/22 (55%)
<b>Year 3</b>	12/22 (55%)	10/21 (48%)	8/21 (38%)
<b>Year 4</b>	13/17 (76%)	12/16 (75%)	14/22 (64%)
<b>Year 5</b>	7/14 (50%)	17/17 (100%)	14/24 (64%)
<b>Year 6</b>	11/16 (69%)	11/14 (50%)	15/23 (65%)

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
<b>EYFS</b>	3/20 (15%)	7/18 (39%)	13/30 (43%)
<b>Year 1</b>	10/30 (33%)	6/20 (30%)	9/26 (35%)
<b>Year 2</b>	7/22 (32%)	12/28 (43%)	5/22 (23%)
<b>Year 3</b>	7/22 (32%)	8/21 (38%)	11/21 (52%)
<b>Year 4</b>	8/17 (47%)	6/16 (38%)	10/22 (45%)
<b>Year 5</b>	6/14 (43%)	10/17 (59%)	7/24 (29%)
<b>Year 6</b>	5/16 (31%)	8/14 (57%)	9/23 (39%)

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

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

Every child at WCPS competed in intraschool gymnastics and dance festivals. Every child also competed in a variety of sport competitions throughout sports week. Children also given choice to compete in mini competitions at lunch and break times (wide variety selected from School Games website).

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

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

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	<input checked="" type="checkbox"/> No	Lacrosse	<input type="checkbox"/> No
Archery	<input type="checkbox"/> No	Martial Arts / Self Defence	<input type="checkbox"/> Yes
*Athletics (inc. Cross Country)	<input type="checkbox"/> Yes	Mountain Biking	<input type="checkbox"/> No
Badminton	<input type="checkbox"/> No	Multi Skills Club / Fitness	<input type="checkbox"/> Yes
*Basketball (inc Wheelchair)	<input type="checkbox"/> Yes	*Netball	<input type="checkbox"/> Yes
*Boccia	<input type="checkbox"/> Yes	New Age Curling	<input type="checkbox"/> No
Bowles	<input type="checkbox"/> No	Orienteering	<input type="checkbox"/> Yes
Boxing	<input type="checkbox"/> yes	OAA	<input type="checkbox"/> Yes
Canoeing / Kayaking	<input type="checkbox"/> No	Rounders / Softball	<input type="checkbox"/> Yes
Cricket	<input type="checkbox"/> Yes	Rowing	<input type="checkbox"/> No
Cycling	<input type="checkbox"/> Yes	*Rugby (inc 'tag')	<input type="checkbox"/> Yes
Dance	<input type="checkbox"/> Yes	Sailing	<input type="checkbox"/> No
Equestrianism	<input type="checkbox"/> No	Squash	<input type="checkbox"/> No
Fencing	<input type="checkbox"/> No	*Swimming	<input type="checkbox"/> Yes
*Football	<input type="checkbox"/> Yes	Table Cricket	<input type="checkbox"/> No
Goalball	<input type="checkbox"/> No	Table Tennis	<input type="checkbox"/> Yes
Golf	<input type="checkbox"/> No	*Tennis	<input type="checkbox"/> Yes
*Gymnastics	<input type="checkbox"/> Yes	Triathlon	<input type="checkbox"/> 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

2012-13 = 71 out of 122 children on roll in KS1 & KS2 (58%) / EYFS = 0 out of 20 (0%)  
 2013-14 = 83 out of 116 children on roll in KS1 & KS2 (72%) / EYFS = 6 out of 18 (34%)  
 2014-15 = 90 out of 109 children on roll in KS1 & KS2 (83%) / EYFS = 17 out of 22 (77%)  
 2015-16 = 42% of KS1  
 2015-16 = 57% of KS2  
 2015-16 = 40% OF EYFS

## 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"/>
They were informed about the decisions	<input checked="" type="checkbox"/>
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, Sedgefield Harriers, Athena Gymnastics, netball, Basketball Durham Wildcats jrs , Ferryhill Karate, Mainsforth boxing club).

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; 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 that the growth and breadth of our PE curriculum through: our staff, 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.

## 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 the PE Folder and intra-school competition calendar.  
 SSP programme of support from coaches and CPD training. Athletics, gymnastics and dance coaches worked with staff delivering PE lessons and with support planning progressive lessons.  
 Mr Hoggart has received specialist PE leadership training.  
 Impact - improved standards of performance in PE and extra curricular activities.  
 Whole school % increase of children attending 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?

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 programme to engage parents in family based learning.  
Cornforth House: Bootcamp available to children of all ages and parents to increase the community link and encourage family based learning  
Breakfast and tea time club available 5 days per week.

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.

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

- Buy into Sedgefield SSP competition SLA to enable children to participate in all competitions and festivals
- Opportunities to participate in more competition amongst a wide variety of sports
- 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)

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

Aim  <i>(these are the four aims of the Sport Premium funding)</i>	National Priority  <i>(Includes the 7 key factors to be assessed by Ofsted)</i>	School Priority / Action Plan  <i>(these are the key actions identified to improve our provision from last year)</i>	Actual Impact  <i>(the difference it has made or will make)</i>	Evidence  <i>(sign-posts to the sources of evidence)</i>	£'s  <i>(amount of grant allocated)</i>
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	<b>Achieving high quality PE</b>	Buy into Sedgefield SSP Enhanced SLA. Provide whole staff training, include fundamental movement skills in KS1	Teachers received support from SSP specialist coaches to deliver high quality PE lessons. Improved teacher confidence. Improved enjoyment and physical activity in PE.	Coaching evaluations Pupil voice	£5150
To increase participation levels in competitive sport and healthy activity of pupils, and maintain these into adolescence	<b>Increasing participation and inclusion</b>	Offer a wider variety of after school sports clubs. Add more clubs to Reception class Transport to and from events	Increase in participation in sports afterschool clubs.	School register data	£200



To increase participation levels in competitive sport and healthy activity of pupils, and maintain these into adolescence	<b>Promoting health, active lifestyles</b>	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	<b>Providing competitive school sport</b>	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 for whole school improvement.	<b>Developing leadership, the curriculum and subject profile</b>	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
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	<b>Contributing to pupils' overall achievement</b>	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

physical literacy, and have broader exposure to a range of sports					
To increase participation levels in competitive sport and healthy activity of pupils, and maintain these into adolescence	<b>Developing partnerships</b>	Local sports clubs highlighted and promoted to children (talk, on newsletter, leaflets, twitter)	More children attending local sport clubs	School sport participation data	£0
					£
					£