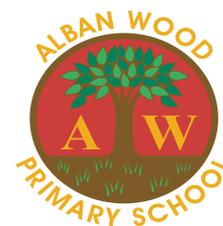


The spending, impact and allocation of Sports Premium funding

A summary report for 2017 - 2018



This document should be read alongside the school's annual PE action plan.

Context

From September 2013, the Government allocated funding directly to primary schools to support the provision of quality PE/ Sport. Each school receives £8000, plus an extra £5 per pupil each year – here at Alban Wood this means around £8900 per year. This money is ring-fenced to ensure PE and sport is at the heart of school life to raise achievement for all young pupils. During 2017 summer term, the government announced that the Sports Premium funding would be doubled for each primary school. For Alban Wood, that equates to approximately £17,800.

Impact of funding 2016 - 2017

Teaching and Learning

Throughout the year, teachers benefitted from both internal and external CPD, funded through Sports Premium. Part of the Sports Premium was used to enable staff and the PE co-ordinator to attend quality courses on PE provision in their key stage. The PE co-ordinator led staff meetings on the assessment of PE and how to effectively assess children's PE following taught sessions. Teachers now plan and teach differentiated PE lessons, which include opportunities for formative assessment against the Alban Wood PE Assessment Criteria. Our Sports Apprentice (update: now sports TA (12:02.18)) aids with the assessment of PE so ensure that assessment is accurate and teachers have a clear idea of how to support children achieve their next steps. Formative assessment is carried out termly and attainment and progress is tracked, monitored and reported on by the PE co-ordinator. Following CPD, teachers feel they have a good knowledge of the progression of skills across year groups and how to include assessment within lessons. This allows teachers to plan for progression across units of work to ensure they are targeting children's areas for development. Where possible, PE learning continues to be linked to children's topics, such as WWII dance and Space in KS1. We submitted a successful application to the School Games Mark and were awarded the silver accreditation.

The sports premium funding has had a positive impact on pupil's attainment data. The tables below shows pupil achievement across 2016 - 2017.

PE Data Summary –2016 - 2017

Year 1

	Working below age related	Working at age related	Working above age related
Summer 2017	30%	40%	26.6%
Spring 2017	36.6%	40%	23.3%
Autumn 2017			

Across the year, less children were working below-related expectations and more were working above age related.

Year 2

	Working below age related	Working at age related	Working above age related
Summer 2017	13.3%	40%	46.6%
Spring 2017	13.3%	46.6%	40%
Autumn 2017	13.3%	50%	36.6%
2015 – 2016 (summer)	33.3%	36.6%	30%

The Year 2 data shows that across the year, a greater proportion of children were working above age-related compared to the beginning of the year.

Year 3

	Working below age related	Working at age related	Working above age related
Summer 2017	3%	50%	46.6%
Spring 2017	6%	46.6%	46.6%
Autumn 2017	6%	46.6%	46.6%
2015 – 2016 (summer)	10%	43.3%	46.6%

The data shows that at the end of the year, the % of children working below age related was significantly less than the beginning of the year. The figure working above age related was maintained across the year.

Year 4

	Working below age related	Working at age related	Working above age related
Summer 2017	16.6%	36.6%	46.6%
Spring 2017	16.6%	46.6%	40%
Autumn 2017	20%	43.3%	36.6%
2015 – 2016 (summer)	16.6%	53.3%	30%

This cohort's data shows a greater number of children working above age-related expectations across the year. The % working below age related from autumn - summer also decreased.

Year 5

	Working below age related	Working at age related	Working above age related
Summer 2017	12.9%	45.1%	38.7%
Spring 2017	9.6%	48.3%	38.7%
Autumn 2017	16.6%	48.3%	32.2%
2015 – 2016 (summer)	32.2%	35.4%	30%

This data shows a decrease in % children working below age related expectations and an increase in the % children working above age related expectations.

Year 6

	Working below age related	Working at age related	Working above age related
Summer 2017	3.3%	53.3%	44%
Spring 2017	6%	50%	44%
Autumn 2017	6%	63.3%	30%
2015 – 2016 (summer)	6%	63.3%	30%

This shows a decrease in % children working below age related expectations and an increase at those working above age related.

Resourcing

As a school we are always keen to purchase resources which support new clubs following on from pupil voice carried out with the children. For example, the children were keen to continue working on their basketball skills, so resources needed to be purchased so that a club could be offered. We were also keen to purchase equipment which would help with children's development of health and fitness. We purchased resources to support with circuit training, one of the ways in which we are trying to improve children's health and fitness. Our PE apprentice led the daily mile during National School Sports Week, where every class Y1 - Y6 walked or ran a mile each day. In addition to supporting extra-curricular activities, we have spent money on continually reviewing and updating our resources to ensure the teachers have the appropriate equipment they need in order to teach effective PE lessons.

Impact on attendance to sports clubs

Sports clubs are provided by both our PE apprentice and external qualified coaches (depending on discipline) and all clubs were well attended and were of excellent quality. Free, after school provision was offered to each year group (R – Y6) for at least one term of the academic year.

Attendance to sports clubs has continued to grow over the last year, both at free and paid clubs. The introduction of street dance club to KS1 was a great success, children have continued to show an interest in attending clubs next year and the quality of outcomes, such as dance assemblies, tag rugby tournaments, league matches in football, rugby and cricket were excellent. The specific figures regarding the attendance at extra-curricular clubs can be found in appendix 1.

The demand for all of the sports clubs was high, especially clubs for the younger year groups. We will continue to ensure a range of clubs are available to all year groups next year.

Further positive impact can be seen through our outstanding Ofsted report from March 2017: *The use of primary physical education and sport funding is equally effective. Pupils say they choose from a greater number, and wider range, of opportunities than in the past. The sports coach works with pupils and staff to enhance skills. Lunchtimes include energetic activities. Pupils compete in a range of sporting events. As a result, pupils' participation in sport is increased. They understand the importance of energetic activity to their health and general well-being.*

Sports Events and Achievements

The Sports Premium funding enabled children at Alban Wood to participate in a greater number, and wider range, of PE events and activities across the academic year. Coaching has enabled children to acquire the necessary skills to be able to compete at a higher level. The impact of this can be seen through Alban Wood winning the football and cricket league, a golf tournament and a cricket tournament. Following our success in the football league, we were able to play other league winners to ensure our children were given the opportunity to compete at the highest level. In addition, our KS1 and KS2 children all competed in at least one sporting event across the year and were all able to challenge their personal bests. Our annual sports day (for EY and KS1/KS2) was well

attended by parents and carers and children enjoyed the range of sports they were able to compete in throughout the day. Careful teaching of specific athletics skills prior to sports day ensured the children were well prepared and able to perform to their full potential.

To enable us to continue to measure the impact of the PE premium, the PE co-ordinator writes a yearly action plan and meets on a regular basis with the senior leadership team to discuss the spending and impact of the funding. This action plan is also shared and evaluated with governors. Alongside this, an annual report regarding the reporting of PE and sport is shared with governors.

Provision Aims 2017 - 2018

It is important that we use the money allocated wisely. This is especially important this coming academic year as the funding allocation has been doubled. The government has advised that the Sports Premium funding should be allocated across five key areas:

- The engagements of all pupils in regular physical activity.
- The profile of PE and sport being raised across the school as a tool for whole school improvement.
- Increased confident, knowledge and skills of all staff in teaching of PE and sport.
- Broader experience of a range of sports and activities offered to all pupils.
- Increased participation in competitive sport.

The engagements of all pupils in regular physical activity.	
<p>Curriculum PE: To ensure the teaching and learning of PE is of an outstanding quality, through ongoing CPD for teachers. To ensure the PE curriculum covers a broad range of objectives which are in line with our school's PE assessment objectives.</p>	<p>In line with the 2014 National curriculum, we aim to develop a PE curriculum that: develops children's motivation and skill to beat their personal best; develops the desire to compete in competitions and promotes healthy lifestyles. We ensure that children have the opportunity to take part in gym, dance, games, athletics and outdoor adventurous games (for example orienteering) each year so they can continue to develop their skills throughout their time at Alban Wood. We give teachers the opportunity to attend CPD (both in school and provided by external agencies) to ensure teacher's knowledge and skills continue to develop. We also ensure that teachers have the opportunity to share their knowledge with others. The accountability for whole school progress and attainment and the monitoring of teaching and learning is delegated to the PE co-ordinator. A proportion of expenditure will be allocated to the release time of the PE co-ordinator to continually review PE and sport and explore ways in which PE and sport continue to grow. It is also the responsibility of the PE co-ordinator to continually monitor coverage of key skills and application to different spots during a child's PE lessons.</p>
The profile of PE and sport being raised across the school as a tool for whole school improvement.	
<p>Assessment: To assess and monitor the children's progress and attainment in PE</p>	<p>PE assessment across the school will continue to be carried out termly and monitored by the PE co-ordinator. Teachers will continue to use their assessment to inform subsequent planning/target groups or individuals for support during PE. This support could be provided by a member of support staff or our sports TA.</p> <p>Teachers have the assessment levels of all children in their current class, which they will be able to continue to use to plan for progression for groups and individuals. Our sports apprentice continues to offer sports and play opportunities at break times and lunch times to both key stages. This encourages children to take part in physical activity during their free time.</p> <p>Children who display a level of fitness below age related expectations will be encouraged to participate in clubs and activities.</p>

<p>Health and fitness: To develop children's understanding of health and fitness whilst promoting an enjoyment of improving fitness levels.</p>	<p>An increased focus will be placed on health and fitness within the curriculum.</p> <p>Following a 'Daily Mile Week' which invites parents to stay active with their children, discussions will take place amongst staff to see whether this is an approach we would like to adopt going forward.</p> <p>PE is an inclusive subject, where all children are encouraged to take part, regardless of their physical ability. Within PE lessons, children will be taught about the importance of warming up and lessons will be minimal teacher talk so that children spend the majority of their time being active.</p> <p>Children will be encouraged to spend part of their break and lunch time each day being active to support their health levels. With regard to mental wellbeing, there will be a Mental Health Awareness Week scheduled for later in the year.</p>
<p>Increased confident, knowledge and skills of all staff in teaching of PE and sport.</p>	
<p>CPD for teachers/ support staff: To offer CPD and support to teachers within the teaching of PE.</p>	<p>The PE co-ordinator will use external CPD courses to ensure teachers are confident with the expectations of curriculum PE. The PE co-ordinator will also lead staff CPD on PE developments and carry out inductions with any new staff.</p>
<p>Sports TA role: To offer teachers support within PE lessons so that children of all abilities are accessing the curriculum at the level appropriate to them.</p>	<p>This year we are excited to announce that Mr Mitchell will be staying with us. Following his successful two years as an apprentice, Mr Mitchell proved to be a valuable asset to our school and we therefore created the 'Sports TA' role so that he was able to continue the excellent work he started last year. Part of the Sports Premium funding will be put towards Mr Mitchell's salary and we look forward to developing his role further across the year. Mr Mitchell currently: works with children in EYFS developing their gross motor skills; supports the wellbeing and health of children at lunch times and break times; teaches curriculum PE to all classes in Key Stage 1 and Key Stage 2; leads after school clubs, ensuring children are best prepared for the competitive opportunities given to us by the SSP. The sports TA will work alongside teachers to deliver high-quality PE; the sports TA role will not be used to cover teacher's PPA time as other arrangements are in place for this.</p>
<p>Increased participation in competitive sport</p>	
<p>Partnership working: To continue to build upon best practice through School Sports Partnership contract</p>	<p>The School Sports Partnership based at Rickmansworth Secondary School will deliver a specialist PE service, which has proved a real asset to our school in previous years. The partnership will provide the opportunity for children to compete against others of a similar standard – through tournaments, festivals and league matches. Membership of the partnership gives us the opportunity to work with PE co-ordinators and teachers from other primary and secondary schools. The partnership provides in school coaching sessions for children, where the teachers can continue to develop their knowledge of the teaching of PE. The SSP cost includes membership at partnership level to the Sainsbury's School Games Mark. As we have recently been awarded the silver accreditation, we will be looking at building on our successes over the coming year.</p>
<p>School sport: To widen school sport opportunities to</p>	<p>Last year saw increased participation and success in school sport for children in all key stages. Funding this year will allow us to continue</p>

<p>encourage an increased participation of children in sporting activities, in particular targeted groups.</p>	<p>to provide opportunities for the children to compete at the highest level, whilst supporting their development through training and coaching. Pupils are happy with the range of clubs on offer and we will continue to look into ways of offering a wider range of clubs to children of different age groups.</p> <p>The funding will allow children to compete in intra and inter school competitions to give their PE lessons a purpose and wider context. The introduction of a girls' football league will ensure our girls have the same opportunities as the boys' football team, the sports premium funding will help us provide this exciting opportunity.</p> <p>The delivery of extra-curricular sport from external coaches will be continually monitored by the PE co-ordinator. Effective communication between school staff and coaches will ensure coaching sessions are having a direct impact on children's successes at sporting events.</p> <p>Attendance (including that of PP children) at sports clubs (both paid and free clubs) will continue to be monitored by the PE co-ordinator and reported to SLT and governors at regular intervals.</p>
<p>Broader experience of a range of sports and activities offered to all pupils</p>	
<p>Equipment: To ensure quality PE equipment is available for the children to use at break times, lunch times and after school clubs.</p>	<p>Funding will be used to purchase a wider range of sports equipment to use within PE lessons and to support with sports based break time activities. This equipment will support children in developing their skills and allow us to continue to compete at a high level. The PE provision overview will help identify key areas which we need to develop in light of the SSP annual calendar of events and competitions.</p> <p>Equipment specifically designed to help children develop their knowledge of health and fitness (circuit equipment) to be purchased for specific key stages.</p> <p>As with previous years, PE equipment needs to be continually audited and updated to suit the needs and wants of teachers, to support them in the delivery of high quality PE sessions. Orienteering resources will be added to, to enable us to teach the new national curriculum objectives. Following on from our Learning Outside the Classroom / Forest School INSET (September 2017), there are lots of ideas which we are keen to develop.</p>
<p>Range of opportunities: To widen the range of sporting opportunities and experiences which are on offer to children throughout the year.</p>	<p>A range of sports clubs (both paid for by parents and school funded) will be on offer to children from Reception - Year 6.</p>

How will impact be measured?

- Monitoring the number of pupils attending after school clubs, both funded and non-funded.
- Monitoring the attendance and successes of children during leagues, tournaments and festivals.
- Pupil voice will be carried out to gain views of children about PE and sport opportunities.

- Parent voice will continue to inform future clubs and opportunities across the school.
- Equipment is fit for purpose and used more effectively to deliver high quality sessions.
- Monitoring of teacher's planning and assessment of PE against Alban Wood PE Assessment Criteria objectives. Planning to be either units of work created by teachers or existing units which have been adapted to suit the needs of the class/ individuals.
- Increase in pupil participation in PE/ Sport.
- Children's knowledge of healthy lifestyles will develop.
- Sports TA role will continue to develop with the needs of the children. This role will continue to have a positive impact on: progress and attainment of pupils within PE; the PD of our children in the EY; behaviour at lunch times and break times; competitive outcomes of league competitions.
- Swimming data at the end of Key Stage 2 will continue to be positive. Last year, 4/30 (13.3%) children left Key Stage 2 without being able to swim 25m. Top-up swimming was not offered in summer term as it was in previous years (offered by School Sports Partnership). Had this taken place as in previous years, more children would have perhaps met KS2 expectations. Of the rest of the class, 73.3% were able to use a range of strokes effectively and 40% were taught how to perform safe self-rescue. Within our current Year 6 cohort, 25/31 (80.6%) were able to swim 25metres. We are hoping top-up swimming will be available in summer term to help the remaining 6 children meet Year 6 expectations (funded through SSP subscription).

Sustainability and Next Steps

The sports premium funding is to be used alongside the school's PE budget allocation. The use of the funding outlined above will be used to make sustainable changes within school and will be continually monitored by the PE co-ordinator. At the end of the academic year, the PE action plan will be reviewed and suggestions will be made for the following year's next steps. At this mid-point in the year, suggested next steps for September are:

- Introduction of Daily Mile across school.
- More accurate targeting of vulnerable groups for after school clubs.
- Investigate ways of measuring children's health and fitness so that these can be monitored across their time at Alban Wood.

Sports Premium funding breakdown 2017 - 2018

Income	
Lump Sum	£16,000
Additional pupil income, £10 per head (based on January 2018 census)	£1,600
Total anticipated income 2017 - 2018	£17,600
Amount received (7/12 of total) September - March	£10,389

Key Priority Areas	Breakdown of anticipated expenditure	
The engagements of all pupils in regular physical activity.	Curriculum CPD and leadership	£500
The profile of PE and sport being raised across the school as a tool for whole school improvement.	Extra-curricular opportunities provided by external agencies, with a particular focus on EY and KS1	£3,200
Increased confident, knowledge and skills of all staff in teaching of PE and sport.	Expertise PE staffing (part funding of the sports TA role)	£10,000
Increased participation in competitive sport	Participation in events and tournaments (including transport, adult supervision)	£700
	School Sports Partnership contract	£2,100
Broader experience of a range of sports and activities offered to all pupils	Resources	£1,100
	(Extra-curricular clubs as stated above)	
Total anticipated expenditure 2017 - 2018		
£17,600		

Appendix 1 - Attendance at sports clubs 2016 - 2017

Term	Club	Number of children	% eligible for PP funding
Summer term 2016	Apex Dance KS2 (not funded)	6	22%
	Year 1 – 3 Gymnastics (not funded)	15	6%
	Year 4 – 6 Gymnastics (not funded)	10	10%
	Year R - 2 Multi skills	15	20%
	Year 5/6 Cricket	11	27%
	Year 4/5 Football (PE Apprentice) (not funded)	17	29%
	Year 4/5 Netball	7	14%
	Year 3/4 Cricket (PE Apprentice) (not funded)	9	44%
	Year 3/4 Multi skills (PE Apprentice) (not funded)	13	30%
	KS2 Tennis	20	5%
Autumn term 2016	Apex Dance KS2 (not funded)	10	0%
	Year 1 – 3 Gymnastics (not funded)	15	13.3%
	Year 1 - 3 Multi skills	20	20%
	Year 5/6 Tag rugby	14	28.5%
	Year 1/2 Football (PE Apprentice) (not funded)	15	40%
	Year 3/4 Football (PE Apprentice) (not funded)	16	25%
	Year 5/6 Football (PE Apprentice)	20	30%
	KS2 Basketball	20	35%
Spring term 2017	Apex Dance KS2 (not funded)	7	0%
	Year 1 – 3 Gymnastics (not funded)	15	13.3%
	Year 1 - 3 Multi skills	20	30%
	Year 5/6 Tag rugby	13	30.7%
	Year 1/2 Football (PE Apprentice) (not funded)	16	50%
	Year 3/4 Football (PE Apprentice) (not funded)	15	26.6%
	Year 5/6 Football (PE Apprentice)	15	26.6%
	Year 3/4 Basketball	11	36.3%
Summer term 2017	Apex Dance KS2 (not funded)	9	0%
	Year 2/3 Football (PE Apprentice) (not funded)	15	33.3%
	Year 4/5 Football (PE Apprentice) (not funded)	16	26%
	Rec/Year 1 Multi-skills	15	6%
	Year 2/3 Multi skills	20	30%
	Year 5/6 Cricket	12	25%