



Monitoring of the Sport Premium 2018 - 19

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?

8 sports based clubs per week

3. What proportion of pupils take up the extra-curricular clubs?

Class	2016-17 Students	2017-18 Students	2018-19 Students
Reception	10/15 children 66%	9/12 children 75%	6/8 children 75%
Year 1	7/12 children 58%	12/15 children 80%	11/16 children 69%
Year 2	14/17 children 82%	9/12 children 75%	13/15 children 86%
Year 3	4/7 children 57%	10/17 children 58%	7/11 children 63%
Year 4	5/6 children 83%	3/7 children 42%	14/19 children 73%
Year 5	3/7 children 42%	5/8 children 62%	4/9 children 44%
Year 6	4/10 children 40%	4/9 children 44%	4/8 children 50%

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

Class	2016-17 Students	2017-18 Students	2018-19 Students
Reception	4/15 children 26%	5/12 children 41%	5/8 children 62%
Year 1	6/12 children 50%	5/15 children 33%	7/16 children 44%
Year 2	6/18 children 33%	6/12 children 50%	8/15 children 53%
Year 3	1/7 children 14%	6/17 children 35%	5/11 children 45%
Year 4	2/6 children 33%	3/7 children 42%	9/19 children 47%
Year 5	4/7 children 57%	3/8 children 37%	3/9 children 33%
Year 6	5/10 children 50%	5/9 children 55%	4/8 children 50%

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

Class	2016-17 Students	2017-18 Students	2018-19 Students
Reception	15/15 children 100%	12/12 children 100%	8/8 children 100%
Year 1	12/12 children 100%	15/15 children 100%	16/16 children 100%
Year 2	18/18 children 100%	12/12 children 100%	15/15 children 100%
Year 3	7/7 children 100%	17/17 children 100%	11/11 children 100%
Year 4	6/6 children 100%	7/7 children 100%	19/19 children 100%
Year 5	7/7 children 100%	8/8 children 100%	9/9 children 100%
Year 6	10/10 children 100%	9/9 children 100%	8/8 children 100%

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

Class	2016-17 Students	2017-18 Students	2018-19 Students
Reception	0/15 children 0%	0/12 children 0%	0/8 children 0%
Year 1	6/15 children 40%	15/15 children 100%	16/16 children 100%
Year 2	13/17 children 76%	7/12 children 58%	15/15 children 100%
Year 3	7/7 children 100%	12/17 children 70%	8/11 children 72%
Year 4	6/6 children 100%	3/7 children 42%	11/19 children 57%
Year 5	7/7 children 100%	3/8 children 38%	9/9 children 100%
Year 6	10/10 children 100%	5/9 children 55%	8/8 children 100%

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

As a school, we promote the importance of participating in competitions and other events. We work closely with Staindrop Academy Partnership and Sedgefield Sports Partnership to provide all children with the opportunity to take part in a wide variety of sport. This year there has been an increase in participation of extra-curricular sports activities, with 68% of children taking part in at least one sport. This is an increase of 3% compared to the academic year 2017/18. The aim for the 2019/20 academic year is to further promote extra-curricular sports activities for those children with SEN. We will work closely with parents, local groups and the SENCO to identify sports that will support children's needs, such as small group numbers and sports that focus on gross motor skills.

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 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 Sports 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 checked="" 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 checked="" type="checkbox"/>
Independent Sports Coaching Companies	<input checked="" type="checkbox"/>
Other: Foundation of Light	<input checked="" type="checkbox"/>

Impact on pupil groups

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

Teachers are given a questionnaire which asks them to evaluate their own teaching of PE and to highlight any areas of support in PE they would find beneficial. As a school we identified that ensuring children are active for 30 minutes each day while in school as an area to target. Break time and lunchtimes were identified as opportunities for this to be implemented, with support of staff. Through the SSP sport activators were trained to lead these activities, and a weekly timetable of activities was drafted up for children to use to plan what they would like to join in with. Children in school were chosen to be sports activators on the basis of their participation in sport, which was identified from club registers, and the lifestyle that they already lead. Through monitoring the participation of sport during after school clubs teachers were able to identify target children for any sport clubs held the following term. After school clubs are then complemented with the additional events/festivals, taster sessions, specialist coaching through SSSP and SSP. Pupil interviews identified club interests and after school clubs which are carried out by the PE Subject Leader and specialist coaches.

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

All classes have benefited from the sports premium this year. This has involved all children from Reception to Y6 attending whole class events, such as festivals, and smaller team events from Y1 to Y6 and children from Nursery to Y6 participating in sport sessions with specialist coaches. These events and sessions are all part out our SSSP and SSP service level agreement. The SLA provides a structured competition timetable of which we take part in all events. This also includes specialist training for each class and the opportunity for teachers to improve their ability to teach different areas of the PE curriculum through observation. A program of CPD for staff are well attended to improve the quality of teaching to benefit all children across school. See a detailed breakdown of spending on 'School Sports Grant' document.

Measuring the Impact

13. Briefly explain the school's rationale for the distribution of Sports Premium funding

With the success of the sports apprentice in the previous academic year, we spent £13,500 on a level 3 apprentice. We believe it is vital that children have access to a sports specialist in school who is able to plan, lead and promote sport on a daily basis. This will continue to increase participation in sport across all key stages and provide more opportunities for competitions.

In previous years we have worked closely with Staindrop School Sports Partnership (SSSP). Part of this provides coaching for children to prepare them for competitions. School staff work closely with SSSP during lessons to support with upskilling staff. Competitions that are organised through the SSSP allow children to participate in competitive sport against other local schools. We feel that this is an important part of children's participation in sport, so we continued our involvement with this, spending £2750.

To further support staff with their confidence, knowledge and skills in teaching PE we joined Sedgefield Sports Partnership. All staff attended CPD training on Active 30, to develop their understanding of the importance of children being active regularly and promoting this out of school. Staff have also worked alongside specialist coaches so that their confidence in teaching some sports, such as dance and rugby, can be developed.

The grant helps cover the cost of transport to competitions and festivals. We currently pay £1257 to transport children to different festivals and events. We think it is vital that children have the opportunity to participate in a wider range of sporting activities and experience competitive game situations.

We have good quality resources that support the PE curriculum. There always needs to be some money kept back to ensure resources and equipment are well maintained and of good quality. For this we have allocated £500. It is also important to have a range of equipment for playtimes too, to continue to promote active and healthy messages.

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

The PE coordinator monitors planning and will have discussions with staff, including coaches, about the suitability of the LTP and the chosen core tasks. The LTP changes on a yearly basis to adapt to competitions and events. Coverage is monitored across Gymnastics, Dance, Games, Athletics, O+A and swimming. Staff evaluate their core task at the beginning and end of their block of work, this is completed by the class teacher and classroom support. The core tasks provide a bench mark for the expected achievement/attainment in each area. The PE coordinator works with individual teachers to identify and discuss core task low achievers and to discuss possible strategies to improve achievement in sport.

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

All members of staff have had the opportunity to work with specialist coaches from SSP and SSSP. Teachers are able to observe and reflect on teaching and implement changes to their own teaching. Also, throughout the year SSP and SSSP release CPD dates for different topics. All members of staff are invited to attend relevant courses. This has resulted in staff confidence rising and the standard of PE improving. We have also worked alongside a local school who is 'Outstanding'. The PE subject lead from the other school supported staff with planning, sequencing, teaching and assessing children in PE. This allowed teachers to identify ways to improve their teaching of PE and they had the opportunity to ask questions to secure their understanding of the subject.

Health Initiatives

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

The 'Mile a Day' initiative was reintroduced in January 2019, which saw the participation of targeted children in sport. 64% of children have participated in this initiative, which sees them having access to a healthy free school breakfast prior to the run each morning.

For the past 4 years, EYFS and KS1 children have participated in coaching sessions with a coach from the Foundation of Light and children in KS2 joined in sessions that focused on the understanding of health, fitness and wellbeing. These sessions were funded by North Star Housing. During the sessions children were identified who would benefit from further afterschool club. Family members were invited to attend the after school club each week. As a family they were educated on making healthy food and exercise choices and were encouraged to promote this at home.

In 2017/2018 Change 4 Life club started which invited identified children to join in with a weekly after school club. Children were provided with log books to record their participating in sport and to set active targets.

With support of SSP selected children were trained as Active 30 activators. They worked with a member of staff to identify the importance of being active and the benefits it has on physical and mental health. They also implemented Active Ted to years 1 and 2. Ted goes home each evening with a child who then completes a physical activity diary for that evening and plan how they intend to be physically active the following day.

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

Children have enjoyed all sporting activities offered and they have shown an increased interest in being active through the daily mile. This has been down to a rise in confidence in children and staff, a better understanding of how to lead a healthy lifestyle and the encouragement of parental involvement in the active lifestyle of their children. It has also helped to build confidence in children who may find socialising in team games more difficult.

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

The main focus is going to be on improving the fitness of the children so that they go onto living healthy active lifestyles as they get older. We will implement a school fitness program that was developed by the SSP aimed specifically at Primary school children. This will ensure we meet the active 30 target of each child taking part in 30 minutes of moderate to high intensity exercise per day. The PE subject lead will monitor how the introductions of this program impacts other areas of the curriculum.

The aim is to further improve the teaching of PE across the school through thorough monitoring and further opportunities for staff to access training in areas they identify. NQT staff in school will be carefully supported and monitored when teaching PE. They will have access to specialist support from the SSP and SSSP to develop their teaching.

We have shown interest in continuing to employ a Sport Apprentice who will support the PE curriculum and the school with promoting the love of sport and increase participation. They will continue to help run activities to support intervention and extra-curriculum activities. This will also ensure that we meet the active 60 target of each child taking part in 30 minutes of moderate exercise and support with continuing to develop a timetable of varied extra-curricular activities offered to children.

We will continue to participate in sports, events and festivals through the SSSP and SSP. The aim to provide opportunities to get all children to represent the school over an academic year. Transport costs to these events will also be covered by the funding received, as without this children would not be able to attend competitive sporting events.

Some funding will be spent on renewing equipment and buying new equipment to offer more sporting opportunities. These resources will be suggested by children during pupil interviews.

We believe that swimming is a life skill that all children must be able to confidently carry out. To ensure there is an increased percentage of children who are able to reach the statutory standards for swimming and water safety we will secure additional swimming lessons and coaching for identified children.

