

Annual Report on the use of Sport Premium Funding 2016-17

Written by Jason Tee and Tara Foster (PE Teachers at Stocksbridge Junior School)

Introduction

In March 2013 the government announced that it was to provide additional funding of £150 million per annum for academic years 2013-2014 and 2014-2015 in order to improve provision of physical education (PE) and sport in primary schools in England. On 6th February 2014 the Prime Minister, David Cameron, committed to continue the funding for the Primary PE & Sport Premium until 2020. This additional funding is called The PE & sport premium and is received by every primary school in the country. The funding is ring-fenced and therefore can only be spent on provision of PE and sport in schools. The funding equates to £8000 per primary school plus £5.00 per pupil on roll. The expected outcomes and possible uses for the funding are listed below.

Purpose of funding

The purpose of the funding is to improve the quality of sport and PE for every child. Schools must spend the additional funding on improving their provision of PE and sport, but they will have the freedom to choose how they do this.

Vision

All pupils leaving school are physically literate with the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport.

Accountability

Since September 2013, schools have been held to account over how they spend their additional, ring-fenced funding. Ofsted has strengthened the coverage of PE and sport within the 'Inspectors' Handbook' and supporting guidance so that both schools and inspectors know how sport and PE will be assessed in future, as part of the school's overall provision. In October 2014 Ofsted published its report on good practice which maximises the expenditure of the additional PE and sport funding and its impact.

Use of Sports Premium Funding at Stocksbridge Junior School

Total Number of Pupils on Roll (January 2017) 385

Total Amount of Sports Premium Received (2016-17) £9,825

Stocksbridge Junior School's vision is to provide high quality, inclusive Physical Education (PE) and sport for all children. In order to facilitate this vision, the school has recently employed two qualified and experienced PE teachers. Mrs Foster and Mr Tee have been focusing on developing two main areas:

- Improving the quality of PE
- Increasing participation in PE and sport, with a focus on engaging the least active

In order to improve the quality of PE, we are:

- Providing children with high quality PE lessons on a structured timetable basis, so that every child in school gets the same number of PE lessons, regardless of what teacher they have.
- Planning and delivering outstanding lessons which include differentiated learning outcomes (AMOS), structured learning and active engagement.
- Providing cross-curricular links with literacy and numeracy.
- Encouraging healthy lifestyles e.g. we have linked with the local Coop who now provide free fruit every day which we encourage our children to eat.
- Creating exciting and diverse schemes of work which can be shared with staff within the school.
- Teaching children a variety of individual and team based physical activities including gymnastics, football, fundamental skills, dance, outdoor and adventurous activities, basketball, athletics, rounders and cricket (children learn two new physical activities every 6 weeks – we are going to be developing orienteering this year too).
- Using structures like Kagan within PE lessons in order to develop cooperative learning and active engagement.
- Providing CPD for staff within school in order to facilitate high quality PE throughout school. CPD has been included in the weekly timetable, where classroom staff team teach with the PE specialists to develop their knowledge and understanding of teaching PE.
- Providing opportunities for staff from other schools to come and view PE lessons in order to facilitate good practice (the PE staff have already had an opportunity to demonstrate good practice in PE to other schools in Sheffield through a Kagan training morning). This is certainly an area that we are looking to develop further.
- Enabling a smooth transition from junior to secondary school by creating strong links with the PE staff and headteacher at the High School.
- In addition, we are working with Sarah Williams (senior lecturer from Sheffield Hallam) to provide placements for their primary PE specialist trainees (PGCE), so that they can gain valuable experience of PE and classroom teaching in an outstanding primary school.
- Providing swimming lessons for Year 4 in order to develop their confidence and competence in and around water.
- Providing sport specific equipment to engage and extend learning in lessons, extra-curricular clubs and lunch times e.g. basketball goals.

In order to increase participation in PE and sport, with a focus on engaging the least active, we are:

- Providing a variety of extra-curricular clubs, whereby all children get a chance to participate, regardless of age, gender or ability. To engage the least active children, we have been liaising with parents and staff to target specific children to participate in these clubs e.g. fitness club on a Monday evening.
- By teaching children a variety of individual and team based physical activities, we are giving children the chance to develop their individual skills (e.g. fundamentals),

problem solving skills (e.g. outdoor and adventurous activities), teamwork skills (e.g. basketball), and creative skills (e.g. dance).

- Training up year 6 sports leaders to assist at lunchtimes on the year 3/4 yard, to provide play activities for children who don't want to participate in competitive sport.
- Hosting and competing in inter-school and intra-school competitions, in a variety of activities including football, handball, gymnastics, swimming, basketball and cross country (on a Saturday morning).
- Celebrate achievements in PE e.g. during assemblies, participation certificates, at the end of lessons, names mentioned in the newsletter etc.
- Creating a website PE blog to communicate and celebrate achievements in PE and to raise the profile of PE with children, parents and the community.
- Employing a karate and dance instructor to provide an alternative physical activity for those children who do not like team games.

The Impact of the Sports Funding 2016/17

Impact of improving the quality of PE:

- We have done a recent survey with each class and our findings were that about 95% of children enjoy PE and like their PE lessons more now that they have specialist PE teachers, than before. Reasons why included:
 - Doing more PE lessons
 - Doing a variety of sports and activities (team and individual)
 - Learning key words and concepts e.g. muscle names
 - More extra-curricular opportunities
 - Specialist PE teachers provide more in depth learning
 - Entering more competitions
- Differentiated learning outcomes have allowed each child to succeed (expected, good, outstanding progress) and take ownership of their own learning by knowing what they need to do to improve (see attachment with learning outcomes on).
- Children are learning key concepts and words which have cross curricular links with literacy and numeracy e.g. remembering muscle names like 'gastrocnemius' and key vocabulary like 'tension' and 'strength'.
- By providing exciting and diverse schemes of work which can be shared with staff within the school, teachers feel more confident at structuring a PE lesson.
- By teaching a variety of physical activities and including structures like Kagan within lessons, children are more engaged and have a more diverse skills set.
- By providing CPD for staff within school we are facilitating high quality PE throughout school e.g. staff have said they feel more confident after training sessions/observing PE lessons.
- By providing opportunities for staff from other schools to come and observe PE lessons we are facilitating good practice into other schools. Eventually we would like to become a 'flagship' school for high quality PE and sport.

- We have had positive responses from parents regarding the impact of PE on their children within lessons and extra-curricular clubs e.g. "Child X is loving his PE lessons and is even coming home smiling after fitness club!"
- By enabling a smooth transition from junior to secondary school, children will feel more confident and competent in their sporting ability and will want to build upon the foundations set at junior school.

Impact of increasing participation in PE and sport, with a focus on engaging the least active:

- Phase 1 of the new Cedarwood development has now been completed. A combination of school funds, fundraising and the sports premium have all contributed to the development. This includes areas to play, travel and explore movement skills within a controlled, yet challenging area. We have a fire pit, nature viewpoint and pond that can be used within cross-curricular teaching in addition to the slides, bars, beams and a variety of walkways for the children to explore. Children are encouraged to practice controlled risk activities to develop physical motor skills together with enhancing their social and creative sides.
- By providing a variety of extra-curricular clubs, whereby all children get a chance to participate, regardless of age, gender or ability, we now have a large number of children participating in extra-curricular activities and many of these children have not previously taken part in extra-curricular sport. Furthermore, we are providing school-sport links with local clubs e.g. Child Y is now attending Hallamshire Harriers running club after PE staff introduced him to cross country, where he came 3rd in his last race!
- Since the new curriculum has been introduced, the school has had to work incredibly hard to close the attainment gap. This gap has significantly reduced since the introduction of PE specialists, as children seem more engaged for learning and behaviour has improved. Children also know that they must work hard in lessons to be able to attend extra-curricular clubs and competitions.
- To engage the least active children, we have been liaising with parents and staff to target specific children to participate in extra-curricular clubs. One child from a particularly challenging home life has been encouraged to attend three extra-curricular clubs. His class teacher has informed us that there has been a dramatic improvement in his behaviour and his confidence around school. Another example is a child with autism, who is very shy and is reluctant to take part in any after school provision. We have liaised with her class teacher and Mum and she is now confidently taking part in a fitness club and has got star of the week in assembly. These are just two examples of many.
- Training up year 6 sports leaders to assist at lunchtimes on the year 3/4 yard has increased participation in play activities. These sports leaders encourage children who are on their own or who don't like competitive sport to participate in activities such as skipping, tag games, relay races etc. PE staff have also given play leader staff resources such as 'jump ropes' and have provided training/booklets so that they feel confident at teaching children ideas and correct techniques.

- Hosting and competing in inter-school and intra-school competitions in a variety of activities increases participation levels. Staff and parents have mentioned that it is nice to see so many different faces on the school teams recently, many of which haven't participated in competition before e.g. we are providing the opportunity for our least active/vulnerable to take part in an inclusive boccia competition.
- By constantly celebrating achievements in PE, we are encouraging children to carry on participating as well as promoting sport to others that may be in that class or assembly. When parents and the community see the school newsletter and the school PE blog, it is raising the profile of PE as well as encouraging sport for all. Please find the link to the PE blog at: <http://www.stocksbridge-jun.sheffield.sch.uk/blogging-sjs/sport-sjs>