**Sports Premium Strategy Review 2017-18**

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| **Our aims:** | **Our principles:** |
| * To use sports premium funding strategically to support identified children in reaching their full potential. * To develop and improve sports and PE provision at the school. * To offer an enriched PE curriculum that will raise aspirations and views in which children live. | * To use the funding responsibly for the good of the children. * To consider provision that is appropriate and helps to support children at whatever stage they are in their education. * To map provision so that support meets appropriate priorities. * To promote healthy lifestyles and encourage physical activity. |

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| **Key priorities to date:** | **Key actions:** | **Key impact of pupils:** | **Expenditure** | **What will change next year:** |
| Promoting physical development at lunchtimes | Sports coach every lunchtime to direct and encourage children into games and physical activity | Higher participation in a variety of games  Excellent value for money and worth continuing |  | Yr5/6 children will be trained to become play leaders. This will mean that they will also be able to lead games and sessions during break and lunchtime. This will encourage more children into games and activities, even when they don’t want to join in with the session the sports coach is leading. |
| Improvement of sports equipment | Audit of resources  Purchase of new resources  Coordinator time to complete the tasks | More organised storage outside  Wider range of equipment |  | Better storage facility for equipment – current storage is fast becoming inadequate. |
| Attendance at School Games events | Funding transport for children to attend School Games events  Coordinator time to complete the School Games application | More children have been able to attend competitions and festivals  Achieving School Games Silver Mark |  | Identify and develop pupils who do not participate as often  Achieve School Games Gold Mark |
| Inspiring next generation of athletes and legacy funding | Visitors and trips to inspire future generations and develop healthy lifestyles – Olympic Stadium, Cambridge United | Children engaged and interested in developing their future lifestyles |  | Provide further opportunities for inspiring pupils |
| Improving quality of teaching and learning of PE and school sport | Purchase of new Cambs Scheme of Work  Time bought in to organise and set up whole school two year rolling programme | Wider variety of PE taught  Higher quality resources and therefore teaching and learning |  | Try to bring in someone who can help train teachers in dance, this will ensure high quality dance teaching is happening. |
|  |  |  | £17,160 |  |

**Overview 2017-18**

In previous years, have you completed a self-review of PE, physical activity and school sport? Yes

Have you completed a PE, physical activity and sport action plan/ plan for the Primary PE and Sport Premium spend? Yes

Is PE, physical activity and sport, reflective of your school development plan? Yes

Are your PE and sport premium spend and priorities included on your school website? Yes

**Swimming Review 2017-18**

Swimming is an important skill and can encourage a healthy and active lifestyle. All Local Authority schools must provide swimming instruction either in key stage 1 or key stage 2. The [programme of study for PE](https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study/national-curriculum-in-england-physical-education-programmes-of-study) sets out the expectation that pupils should be taught to:

* swim competently, confidently and proficiently over a distance of at least 25 metres
* use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
* perform safe self-rescue in different water-based situations.

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| **Swimming and Water Safety** | **2017-18** |
| What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year? | 85% |
| What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year? | 85% |
| What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year? | Choose an item.% |
| Schools can choose to use the primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way? | No |

**Sports Premium Strategy Plan 2018-19**

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| **Academic Year: 2017/2018** | | | **Total fund allocated: £** | | **After every update ensure to upload the latest version to your website** | |
| **Priorities** | | **Actions to Achieve** | | **Planned Impact on pupils** | **Planned Funding** | **Evidence** |
| 1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles | | Ensure there is a clear variety of activities.  Continuity of provision throughout the week.  UKS2 children to be trained to become play leaders. | | Sports coach every lunchtime encourages children into games and physical activity.  Encourages children to become responsible for their own health and will allow for more choice of activity at lunchtime. |  | Observation  Termly planner of activities  UKS2 PE lessons planned so they can practice leading games. |
| 2. the profile of PE and sport being raised across the school as a tool for whole school improvement | | Research study on PE and school sport influencing development of other areas of the curriculum.  Introduce a K a day, with the children competing against themselves. | | Pupils will use PE to develop their abilities in other areas.  Will gown fitness, self-achievement and aid learning in classrooms. |  | PE coordinator performance management outcomes |
| 3. increased confidence, knowledge and skills of all staff in teaching PE and sport | | Organise and implement high quality CPD to teaching and coaching staff | | High quality CPD directly lead to high quality teaching and learning |  | Dance learning walk  Assessment in PE learning walk |
| 4. broader experience of a range of sports and activities offered to all pupils | | Monitor PE units taught to new scheme of work and review success-ensure OAA is being taught. | | Children receive broad range of activities through school PE |  | PE questionnaire and planning scrutiny  OAA learning walk |
| 5. increased participation in competitive sport | | Identify children who are not participating.  Target specific competitions and roles within the school  Funding for transport | | More pupils to attend a variety of competitions |  | Spreadsheet monitored by the office to be set up by PE coordinator |
| 6. improved facilities | | New storage facility  Time to sort through the indoor PE equipment  Quote for improving the floor to provide better PE | | Better organised and wider range of facilities leads to higher quality of teaching and learning |  | Use of the equipment to be monitored |
| Completed by: | Katie Luddy | | | Developed by:  http://www.greatersport.co.uk/_Media/Cache/888x/d1d68872-170a-4e7a-9d59-e4e86ad40a47.jpgYST_Logo_2015_strapline | | Supported by:  **C:\Users\AFPEPC02\Favorites\Desktop\Impact\Coaches_in_Schools_-_Partner_Logos.jpg** |
| Role: | PE Coordinator | | |
| Date: | 4th December 2018 | | |
| Review Date: | 4th December 2019 | | |