

### **Sports Premium Compliance**

Allocations for the academic year 2015 to 2016 are calculated using the number of pupils in years 1 to 6, as recorded in the January 2015 census, as follows: schools with 17 or more pupils receive £8,000 plus £5 per pupil.

Schools are required to comply with the conditions set out below:

- The premium must be spent by schools on making additional and sustainable improvements to the provision of PE and sport for the benefit of all pupils to encourage the development of healthy, active lifestyles.

The Secretary of State does not consider the following expenditure as falling within the scope of additional or sustainable improvement:

- employing coaches or specialist teachers to cover planning preparation and assessment - these should come out of schools' core staffing budget
- teaching the minimum requirements of the national curriculum PE programmes of study - including those specified for swimming.

Maintained schools, including those that convert to academies, must publish information about their use of the premium on their website by 4 April 2016.

- Schools should publish the amount of premium received; a full breakdown of how it has been spent (or will be spent); what impact the school has seen on pupils' PE and sport participation and attainment and how the improvements will be sustainable in the future. Schools should also consider how their use of the premium is giving pupils the opportunity to develop a healthy, active lifestyle.

The premium must be spent by schools on making additional and **sustainable** improvements to the provision of PE and sport for the benefit of all pupils to encourage the development of healthy, active lifestyles.

Compliance	Cost	Impact	Recommendations
<p>Employed Lunchtime Sports Coaches to improve behaviour and development of healthy active lifestyles.</p> <ul style="list-style-type: none"> <li>• Games are organised and supported by Sports Coaches giving children a focus and structured lunchtime.</li> <li>• Activities vary from competitive sports games to non-competitive skills games to dancing. Children are encouraged to join in a structured activity but can chose to play their own games.</li> <li>• In order to make this sustainable, the sports coaches have been working alongside Lunchtime Supervisors to coach and support with activities and games they can use to engage the children.</li> </ul>	<p>£6000</p>	<ul style="list-style-type: none"> <li>• Pupil voice shows that children are enthusiastic about the sports coaches and the organised games.</li> <li>• Children have commented that lunchtimes are 'more fun' and 'there's more to do' since the introduction of sports coaches.</li> <li>• Children who were less active are now joining in activities, promoting healthy lifestyles.</li> <li>• Children are more aware of the games and skills they enjoy, leading to a record uptake in P.E after school clubs this term. A greater range of children who previously would not have been interested in sports clubs are also starting to attend.</li> <li>• Behaviour has improved considerably with less incidences of 'Red' behaviour during lunchtimes.</li> <li>• This has impacted during afternoon lessons with teachers stating</li> </ul>	<ul style="list-style-type: none"> <li>• Sports coaches to work closer with lunchtime staff to ensure they feel confident to organise games themselves.</li> <li>• Rota has been produced to ensure there is a variety of activities for all children to engage with.</li> <li>• Sports coaches to ensure smaller children have activities available.</li> <li>• More resources needed for games for smaller children, for example soft play balls.</li> <li>• Role play area needed on bottom playground. Resources such as pushchairs and dolls needed.</li> </ul>

		<p>concentration and behaviour is better for most children.</p> <ul style="list-style-type: none"> <li>• Less time is now spent dealing with incidents of fallings out meaning TAs can be deployed more effectively to aid in children's learning.</li> <li>• Lunchtime staff have reported feeling more confident in organising games and activities independently of the sports coaches. However staff are still reluctant to organise games independently, often relying on the sports coaches.</li> </ul>	
<p>Equipment and Resources</p> <ul style="list-style-type: none"> <li>• Equipment bought to support teaching and learning in P.E curriculum.</li> <li>• Suitable equipment is available all sports on the curriculum, with enough to support a large class of 30.</li> <li>• Equipment is now easily accessible with new shelving in the sports cupboard. Due to this, equipment will be safe, secure and well taken care of, therefore less likely to need replacing.</li> <li>• Basic equipment such as</li> </ul>	<p>£1000</p>	<ul style="list-style-type: none"> <li>• Every sport on the P.E LTP can now be taught to a high standard with suitable, safe equipment.</li> <li>• Enough equipment means that each child in the class can participate at once, meaning less lost learning and more time active.</li> <li>• A variety of sports can now be taught including badminton and hockey.</li> <li>• Children in KS1 can practise skills using equipment suited to their needs.</li> <li>• Staff are now more willing to teach a range of sports as they can access the equipment quickly and easily, which was an issue previously.</li> </ul>	<ul style="list-style-type: none"> <li>• To enhance children's experiences further, a wider range of equipment is needed to teach alternative games such as dodgeball, handball, tri-golf etc.</li> <li>• Linking to this, future money could be used to train staff in teaching alternative activities for the less competitive or active children, for example martial arts, further gymnastics or golf.</li> <li>• All staff need to be proactive in reporting lost equipment as we are already down on some</li> </ul>

<p>beanbags and hoops are now available which means small activities to support skills development particularly in KS1.</p>			<p>equipment, particularly balls. This is partly due to lunchtimes as well as P.E. Separate equipment for lunchtimes would be preferred to reduce the effect on P.E and afterschool clubs.</p>
<p>Pedometers</p>		<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p>Staff CPD</p> <ul style="list-style-type: none"> <li>• In response to staff questionnaire, some staff CPD would be appreciated by most staff.</li> <li>• Lunchtime Staff have received training from Progressive Sports regarding lunchtime structure and activities to build on their work with Sports Coaches at lunchtime. Lunchtime Staff agreed a rewards and sanctions policy and were given advice on how the playground should be structured. See Lunchtime Policy for further information.</li> </ul>		<ul style="list-style-type: none"> <li>• Lunchtimes are much calmer and there are less incidents of poor behaviour</li> <li>• The Time-Out Area is being used effectively by most staff. This had led to a drop in repeat offenders with an average of only 3 children a day being placed in timeout.</li> <li>• Much more positive play, less arguments over competitive games as they are manned and run by coaches.</li> <li>• Timetable allows children to know what goes on each day and make a choice effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff to receive further training during Spring 2 and Summer 2 to update and improve on practise.</li> <li>• Staff still need to become more proactive in leading activities, for example the dance is often left unmanned and children are left to entertain themselves. This leads to issues.</li> <li>• More staff need to use the time-out area. Some staff are still not handing out smilies as rewards.</li> <li>• CPD to be organised for teaching staff.</li> </ul>

<p>Level 2 Sports Competitions</p> <ul style="list-style-type: none"> <li>• Cover for ST to accompany children to Level 2 inter-school competitions.</li> <li>• Use of mini-bus from Moorhill.</li> <li>• Co-operative trust tournaments - 3 throughout the year, tag rugby, football and kwik-cricket for Y3-6.</li> </ul>		<ul style="list-style-type: none"> <li>• Enjoyment of children in level 2 competitions.</li> <li>• Higher uptake of after-school clubs when linked with a level 2 competition.</li> <li>• Teaching sportsmanship to children who take part.</li> <li>• Children are given the opportunity to compete in sports they may not usually take part in.</li> <li>• Teaches teamwork and team building.</li> </ul>	<ul style="list-style-type: none"> <li>• KB? to complete mini-bus license to create sustainability.</li> </ul>