

Perryfields Primary PRU

Sports Premium Funding Strategy 2017/2018



At Perryfields Primary PRU the government Sports Premium Funding is used to ensure impact against the following **objective**:

To achieve self-sustaining improvement in the quality of PE and sport in primary schools.

We recognise that the focus of spending must lead to long lasting impact against the vision that will live on well beyond the Primary PE and Sport Premium funding.

In order to succeed we have used the HM Government and Youth Sports Trust and Sport For College, Sport For Life report on what works in schools and colleges to increase physical activity in children and young people.

Benefits of Physical activity for Children:

1. Enhanced cardio respiratory fitness, metabolic health, musco-skeletal health, muscular strength and bone health;
2. Enhanced mental well being including positive self esteem and lower levels of anxiety and stress;
3. Emerging association with academic achievement, improved concentration and attention;
4. Improved confidence and peer acceptance.

Therefore, it is expected that Perryfields will see an improvement against the following 5 key indicators:

1. The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. The profile of PE and sport being raised across the school as a tool for whole school improvement
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport

In championing a physically active culture and ethos we have considered:

- The capacity and capability of staff to lead and promote activities;
- The suitability of outdoor and indoor space;
- The availability of financial and other resources;
- Ideas on how to integrate physical activity into the wider school day;
- The differing needs/preferences of children and young people;
- The evidence of how physical activity enables learning and achievement across the curriculum, particularly among more disadvantaged children and young people;
- What is appropriate for age and stage of physical development;
- Taking a whole school approach to increasing levels of physical activity.

For evaluation of impact, we use the Youth Sports Trust Principle Indicators at Perryfields PRU:

Principle 1: Deliver multi-component interventions

Interventions that are multi-component or adopt a 'whole school approach' appear to be most effective. Multi-component interventions include actions relating to:

- curricular learning (teaching about the importance of physical activity through PSHE and maximising opportunities to embed physical activity across the curriculum)
- culture, ethos and environment (ensuring a supportive school culture and physical environment)
- engagement of the wider community and families

'Whole of community' approaches have been identified internationally as being among one of seven best investments that work for increasing physical activity. This principle is considered to be overarching; successful implementation will require the delivery of a combination of all (or at least some) of the other seven principles.

Principle 2: Ensure a skilled workforce

Evidence supports the need for an appropriately trained, skilled and knowledgeable workforce. Ensuring staff have the confidence and competence to offer high quality experiences of both physical education and activity across the school day can contribute towards higher levels of physical activity by children.

Principle 3: Engage student voice

Giving students a voice and enhancing their ownership of physical activity delivery to ensure that activities are appropriately tailored to their needs can support participation. In addition, encouraging young people to act as role models can have an aspirational impact and encourage younger age groups to follow a similar path to their elders.

Principle 4: Create active environments

Access to, and integration in the school day of, open space, forest school areas and playgrounds are positively associated with physical activity levels. Access to loose and fixed equipment also support physical activity among children and young people.

Principle 5: Offer choice and variety

Offering a variety of physical activity opportunities for young people to take part in, including free play can increase participation in physical activity. In addition, a focus on games and the fun elements of participation, as well as the more traditional sports or competitive activities, can help to encourage participation, particularly among inactive children.

Principle 6: Embed in curriculum, teaching and learning

Increasing the amount of time spent being physically active during PE and other lessons can improve both physical development, educational outcomes and emotional development. A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

The national curriculum for physical education aims to ensure that all pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sports and activities and lead healthy, active lives.

Principle 7: Promote active travel

Interventions to encourage active travel can play a key role in contributing to children and young people's physical activity levels. Travel plans, which include a range of active travel options, have all been found to increase physical activity levels among children and young people. Given the unique nature of our school which involves many children needing to travel by minibus to the unit, where possible we encourage walking to local amenities such as the gym, gardens and bowling.

Principle 8: Embed monitoring and evaluation

Effective evaluation of physical activity interventions is considered in order to demonstrate the impact of our provision and best value for money.

Principle 9: Establishing lifelong community links and opportunities:

We have partnerships with the local gym and Worcester University that allow us to introduce the pupils to local facilities and encourage a thirst for physical activity. We actively distribute leaflets for various sports clubs and multi activity sports camps in order to allow our children access to sports that they may be interested in and/or demonstrate a talent for.

Principle 10: Increased participation in competitive sport:

We actively encourage participation but also allow pupils access to competitive sports events both in school and with other settings. The emphasis is on maximising talents, working as a team, building respect for others and managing game situations.

Evaluation of Sports Premium Impact before the 2017/2018 Review:

	In Place 2016/2017
Have we completed a self-review of PE, physical activity and school sport in 2016/2017?	Yes
Have we completed a PE, physical activity and sport action plan for the Primary PE and Sport Premium spend in 2015/2016?	Yes
Was PE, physical activity and sport, reflected significantly in our school development plan in 2016/2017?	No
Was the PE and Sport Premium Spend and Priorities included on the school website?	Yes
Did the priorities identify the strategy behind the choice of spend and desired outcomes?	Yes

Swimming and Water Safety Evaluation 2016/2017	%
• 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?	83
• 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?	83
• 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?	83

2017/2018 Strategy and Action Plan:

Academic Year	Total Fund Allocated £	Total Spend £
2017/2018	10,250	10,350

Finite Breakdown: Please note that Perryfields has an ethos of supplementing the Sports Grant from the main budget, as given the specific nature of our pupils it is vitally important for them to be encouraged to lead healthy and active lifestyles.

Activity	Cost £
Playground surface converted to astroturf	4,000.00
Cookery – Healthy Eating Salary for specialist teacher and materials	300.00
Educational Visits Bowling, gym, farm, residential (Outdoor/Adventurous pursuits)	3,000.00
PE Equipment	1,000.00
Martial Arts Salary for specialist teacher	1,000.00
Football Salary for specialist teacher	1,000.00
Sports Fixtures Transport costs	50.00

Principle Indicator	Actions to Achieve	Cost £	Impact	Evidence	Sustainability/Next Steps
Deliver multi-component interventions	Curriculum Review to ensure Health education is planned in PE, Science and PSHE Educational visits to the gym, bowling etc		High profile and emphasis on health led to increased pupil awareness	Curriculum Overview and planning Observation Pupil and staff discussions	Embed the curriculum and raise the profile further in assemblies and

	Cooking lessons with an emphasis on healthy eating		Pupil participation rose over the year Pupil progress in science improved	Science attainment and progress data	displays around school
Ensure a skilled workforce	Staff self review to identify strengths and areas for development in PE teaching Resource all aspects of the PE curriculum		High quality PE lessons Good standard of achievement Positive health education (including mental health) Increased participation Excellent provision for most able	Lesson observations Pupil participation	Maintain excellent practice Engage in CPD opportunities if required
Engage student voice	Pupil discussions to establish interests and attitudes to sport/health education	0	Baseline indicators were that pupils were in need of advice on a balanced diet. Cooking lessons were then introduced with focus on healthy eating.	Pupil observation	Audit pupil's interests and seek extra provision Pupil questionnaires to demonstrate understanding Older pupils demonstrations
Create active environments	Invest in loose play equipment to encourage physical activity Maintain and develop fixed play equipment		Pupils access recommended PE curriculum and physical activity time on a daily basis.	Timetables Educational Visits overview	Continue to maintain provision and invest in resources

	Utilise local facilities (farm etc) to foster outdoor learning Educational visits (parks, gardens, gym etc)		Pupils enjoy active play		
Offer choice and variety	Invest in a quality games surface to promote a high level skills Invest in play equipment for the playground Timetabled school day to ensure PE and break times Promotion of games in break times		Pupils enjoy active play High levels of pupil engagement in break time activities	Budget Resource orders Timetables Pupil questionnaires/interviews	Continue to maintain provision and invest in resources
Embed in curriculum, teaching and learning	Curriculum overview of PE – with an emphasis on Games due to the unique needs of our pupils Provide CPD for teachers where necessary Engage in competitive sports and activities with other schools Establish lifelong community links and opportunities at the local gym, university etc		Pupils develop competence to excel in team games Pupils are physically active for sustained periods of time Pupils are aware of team work and gain experience in competitive team games Increased pupil skills in Games Pupils lead healthy, active lives, utilising local facilities.	Curriculum Overview CPD Records Sports Fixtures Diary Pupil Voice	Embed regular inter school sports fixtures Embed regular visits to local community facilities

Promote active travel	Where possible, pupils to walk to local facilities Staff actively encourage and educate pupils on the various methods of travel and their health implications		Pupils to recognise the health benefits of regular exercise	Pupil questionnaires and interviews Diary	Embed the culture of making healthy choices
Embed monitoring and evaluation	To continue to audit resources and allocation of the curriculum to PE and active play		Pupil entitlement to be met	Minutes of staff meetings Pupil questionnaires/interviews	Maintain current entitlement which is best described as exceeding the recommended daily allowance