

Netherthorpe Primary School

Sports Premium

Sports Premium Overview

At Netherthorpe Primary School we believe that Sport and PE lay an important role in helping children lead healthy and active lifestyles. We understand and continue to pay attention to research that suggests a healthy body supports having a healthy mind: both from the point of view of academic achievement and also emotional well-being.

We are committed to using the Sports Premium funding to:

- develop or add to the PE and sport activities that your school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.

(DfE Evidencing the Impact of the Primary PE and Sport Premium, Website Reporting Tool, Revised October 2017)

In order to enable us to access a range of sport related opportunities, we buy a package from the Forge Sports Partnership. This connects us with sporting activities across Sheffield and provides us with expertise and links to a range of sport experts.

Sports Premium Grant

Funding for schools is calculated by the number of primary aged pupils (between the ages of 5 and 11) as at the time of the January census each year.

Our income from the Sports Premium for this academic year is:

September 2017-March 2018	£ 10,366.00
April 2018-August 2018	£ 7,404.00

Total Income 2017-18

£ 17,770.00

There are 5 key indicators that schools should expect to see improvement across:

- the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
- the profile of PE and sport is raised across the school as a tool for whole-school improvement
- increased confidence, knowledge and skills of all staff in teaching PE and sport
- broader experience of a range of sports and activities offered to all pupils
- increased participation in competitive sport.

(DfE Evidencing the Impact of the Primary PE and Sport Premium, Website Reporting Tool, Revised October 2017)

Evaluation of spending for 2016-17

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none">• Achieved Silver Sports Award as part of Sheffield Schools Sports Partnership.• Increased participation in a range of sports competitions across school, including virtual competitions and actual events, resulting in winning a small number of trophies.• Improve swimming results at the end of KS2, due to increased amount of time being taught to swim from Y2 to Y5.• Annual Dance show attended by parents, producing high quality dance routines from F2 to Y6, devised and created by pupils.• High quality gymnastics teaching, resulting from previous Sports Premium input from gymnastics teacher.	<p>Obesity and tooth decay levels across our part of the city are still high and so the more opportunities school can provide to support healthy active lifestyles the better, including:</p> <ul style="list-style-type: none">• Increased participation in daily sports activity throughout the school day.• Review of healthy packed lunches (further information for parents as well as children needed).• Increased opportunities for young children to develop core strength and gross motor skills (evidenced from EYFS profiles).• Continued opportunities for children to develop swimming skills (the number of children accessing

<ul style="list-style-type: none"> • Daily Fun Club sessions for identified pupils during lunchtimes. • Creation of regular opportunities to run for sustained distances in the local community play area, resulting in a number of children achieving 10K+ running awards (achieved over time) • Improved teaching of orienteering across school, resulting in school participating in a Sheffield primary schools orienteering competition. • Y3 children took part in a series of ice-skating lessons and are now confident, proficient skaters, who have retained what they were taught last year, as evidenced in a trip to the Sheffield Ice Arena. 	<p>swimming lessons or visiting the swimming baths outside school lessons is very low).</p> <ul style="list-style-type: none"> • Opportunities to experience a wider range of sporting activities.
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End of KS2 Swimming results

Meeting the National Curriculum requirements for swimming and water safety	Please completed all of the below:
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?	30%
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?	27%
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?	30%
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?	Yes

Action Plan and Budget Tracking

Academic Year: 2017/18	Total fund allocated: £	Date updated: April 2018		
Key indicator 1: the engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation
<p>Due to high levels of obesity in this area of Sheffield, this area is a priority for development. The school playground is very small and so school makes use of the sports hall at lunchtimes and also the local community green area when the weather permits.</p>				£5,700.00 32%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>All pupils will be engaging in at least 30 minutes physical activity each day. Levels of obesity will start to decline and children will be active throughout lunchtimes as well as playtimes and other times of the day.</p>	<p>All Meal-time supervisors attend training by Sports Partnership in playground activities that can be taught and then shared by children. Children in Y6 trained as Play leaders – training provided by Sports Partnership.</p>	£2,200.00 (Sports Partnership)	<p>Informal observations at lunchtimes suggest that children are engaged and active throughout sessions. Main activities led by MTSs – skipping with large groups at a time (singing songs linked to skipping games).</p>	<p>All Meal-time staff have been trained in order to maximise capacity and enable existing staff to support new staff in the future.</p> <p>Play leaders trained annually as part of Y6 duties – consider whether or not Y6 could train Y5 at the end of the summer term as part of transition activities.</p> <p>Carry out survey with KS1 children about favourite games with Play leaders in order to</p>
	<p>Scrapstore Playpod resources replenished throughout the year. Meal-time supervisors trained in supporting children to play active, creative games with resources.</p>	£2000.00	<p>Y6 children work with KS1 children on a rota during playtime, sharing games and encouraging children to join in. Younger children seen to enjoy playing with older children.</p>	
	<p>Inventory of playground equipment for both main playground and EYFS playground carried out termly</p>	£700.00	<p>Y6 children also work with EYFS children on rota at lunchtime – encouraging</p>	

	<p>and resources purchased accordingly – Learning Mentor leading</p> <p>Purchase and introduce active maths programme – 10 minute active maths sessions several times each week.</p> <p>PE subject leader review how well Activate is being used across school as a way to break up lessons and re-energise or calm pupils.</p> <p>Continue to run Fun club at lunchtimes, providing additional PE activities for each class in KS1 and KS2 to participate in 30 minute sessions – led by TA.</p> <p>Purchase Bikeability resources for use in EYFS.</p>	<p>£500.00</p> <p>-</p> <p>-</p> <p>£300</p>	<p>children to join in and also to follow rules of games and turn take.</p> <p>The active maths programme was not introduced due to other changes in the maths curriculum.</p> <p>Activate being used across KS1 and but not consistently in KS2. PE subject leader to investigate any barriers to using Activate with older children.</p> <p>Fun Club is regularly over-subscribed. Occasionally one or two older children have been reluctant to attend. When this has occurred, they have been encouraged to participate in alternative activities in the school playground.</p>	<p>assess how many engage and participate and what attitudes are towards this.</p> <p>Training from Sports partnership identified specific types of equipment that can have multiple uses and also suggested ways to maximise the amount of time MTSs could be on the playground (e.g. first aid alternatives – see Sports Partnership report for details).</p> <p>Consider organising some sessions for parents to learn games that they could play at home with children.</p>
<p>Key indicator 2: The profile of PE and sport being raised across the school as a tool for school improvement</p>				<p>Percentage of total allocation</p>
<p>The concepts of Learning Muscles and having a growth mindset are embedded in our school’s culture. As part of this, we always encourage children to do their best and improve as much as possible from their own particular starting point. This mindset links to every subject and is easily demonstrable via sport. The large majority of children join us with little or no experience of swimming. We strongly believe that every child should be able to swim and prioritise the development of this sport.</p>				<p>£6,020.00</p> <p>34%</p>

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To raise achievement in swimming by the end of KS2</p> <p>To provide children with appropriate resources to support high quality learning</p> <p>To showcase and celebrate PE and Sport across school throughout the year</p>	<p>Purchase additional blocks for swimming, enabling all children from Y2 onwards to participate in swimming lessons.</p> <p>PE subject leader carry out regular audits of equipment and replenishing stock termly.</p> <p>PE subject leader organise celebratory events, e.g. Dance concert.</p> <p>Class teachers to continue to include elements of PE in class assemblies that are shared with the rest of the school, alongside sharing of learning of other subjects, e.g. maths and literacy.</p>	<p>£5,294.00</p> <p>£726.00</p> <p>-</p> <p>-</p>	<p>Results in swimming are gradually increasing each year. What makes these results difficult to interpret at times is the fact that children who had swimming lessons leave our school very regularly before the end of Y6.</p> <p>Since a trained TA has been going swimming with the children, we have seen children's confidence increase, particularly those children who were initially fearful of the water.</p> <p>Children enjoy watching one another perform, both in groups or classes and as individuals. Gymnastic feats have often been shared in assemblies, e.g. vaulting, demonstrating to parents and other children what children are capable of achieving.</p>	<p>Continue to prioritise swimming across school.</p> <p>Train other TAs at the start of the academic year (see below).</p>
<p>Key indicator 3: Increased knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation</p>

(This is an area that staff have benefitted from previously by having a series of gymnastics lessons, dance lessons and also orienteering lessons taught with them observing and learning. There has also been whole staff PDM training for these areas using previous Sports Premium funding. Therefore, it is not a priority for development.)				£1950.00 11%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To continue to improve the quality of swimming lessons at the end of KS2</p> <p>Develop the role of the PE subject leader to include informal observations of PE to support newer staff in order to maintain or raise the quality of PE taught to KS1 and Ks2 pupils</p>	<p>TAs attend swimming training to enable supporting children in the water</p> <p>PE subject leader to demonstrate or team teach PE for new member of staff in identified area (either gymnastics or orienteering).</p> <p>PE subject leader to informally observe colleagues in identified area of PE</p>	<p>-</p> <p>£400.00 release time for supply cover over series of lessons</p> <p>£400.00 release time to cover</p>	<p>Increased engagement and confidence of identified non-swimmers across Y2-Y5. Pupils noticeably more willing/less reluctant to attempt to swim when supported in the water.</p> <p>PE leader has advised and supported the new member of staff but team teaching has not yet taken place.</p> <p>Observations have not yet taken place so need to be done next year.</p>	<p>One member of TA staff attended swimming coaching training this year. That member of staff accompanied all swimming groups during the year. Training could be extended to other TAs next year to increase capacity for supporting children with little or no swimming experience.</p> <p>Carry out survey of staff's PE development needs early in the autumn term to identify future needs of staff.</p> <p>PE subject leader use the PE reflection books more diagnostically in future to support identification of areas for future development</p>

<p>Improve the quality of balance and bike riding skills across EYFS children</p>	<p>(several classes over two days).</p> <p>SLT provide support for PE subject leader to monitor and develop assessment materials for PE</p> <p>HLTA training on using balance bikes.</p> <p>HLTA working with groups of F1 and F2 children regularly using balance bikes and accompanying activity suggestions.</p> <p>HLTA training rest of EYFS staff in how to use balance bikes effectively and the principles behind using them.</p>	<p>class while observing £400.00</p> <p>£750.00</p>	<p>New Assessment scheme introduced, linking to other Foundation subjects – end of summer term, leading into next academic year. To be continued next year.</p> <p>All children using bikes as part of outside experience. Targeting specific children in F1 and F2 during summer term (using EYFS profile as guide)</p>	<p>as well as evidence of achievement.</p> <p>If tangible improvements, consider extending use into Y1 (possibly beyond) for identified children with gross motor and balance difficulties.</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <p>Although very active, many of our children do not play a wide range of sports outside school. Football is a favourite, with a number of children attending a local club run by Zest (a community organisation based in the heart of the local area). Therefore, we offer opportunities for children to try other sports that they might be able to then continue outside of school in the future.</p>				<p>Percentage of total allocation</p> <p>£2,820.00</p> <p>16%</p>
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>

<p>Children across KS1 and KS2 will have opportunities to try a new sport/s that they might not access outside school</p>	<p>PE subject leader research and identify potential sports for each class to try, e.g. Taekwondo, fencing</p> <p>PE subject leader allocate sporting opportunities for children to access new sports throughout the course of the school year, e.g. Y5 – Cricket.</p> <p>Subsidise the Y5/Y6 trip to Thornbridge Outdoor Activity centre so that children can participate in bike riding, low and high ropes, orienteering and other outdoor activities.</p> <p>Provide additional training for school staff accompanying children, if necessary.</p>	<p>£200.00 (for actions below as well)</p> <p>£1,950.00</p> <p>£670.00</p> <p>(from amount above)</p>	<p>All year groups participating in half-term of Taekwondo lessons.</p> <p>Y2 taking part in weekly Taekwondo club.</p> <p>Children were very keen to participate and enjoyed the lessons.</p> <p>KS2 all attended ice-skating session and then watched a show afterwards. Many had never skated before – Y6 have asked if they can go again as their end of year treat.</p> <p>Y6 have participated in Young Leaders' training and are now working with KS1 children each day, supporting and encouraging playing together, turn-taking, etc. Y6 children will also create the games that KS1 and F2 children play on their Sports day in July.</p> <p>Fencing taster day was very well received. Children were engaged and excited to try something different. They learned new skills and could</p>	<p>When evaluation has taken place, consider whether to extend this club next year (Sports Premium resources permitting), or whether to try another new sport.</p>
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			<p>use them in a competitive situation.</p> <p>Thornbridge gave pupils an opportunity to be away from home and gain more independence. Activities such as high ropes were challenging and pushed children outside their comfort zone. Many of the activities required team work and children showed increased levels of cooperation during the visit. Children were active for the majority of this residential.</p>	
<p>Key indicator 5: Increased participation in competitive sport</p> <p>The Sports Partnership is closely connected with this key indicator as many events are organised between schools via this central link. We already participate in a range of competitions throughout the year and so further development of this is not a priority at the moment. We want to maintain the amount of competitions we participate in and possibly extend the range further in the future. We do not always win competitions but other schools and coaches regularly comment on what a fantastic attitude we have towards competitions and what great sports our children are; needless to say, we are immensely proud of this and want this attitude to continue.</p>				<p>Percentage of total allocation £1,280.00</p>
				7%
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>To increase the opportunities all children in KS1 and KS2 have to participate</p>	<p>PE subject leader attend Sports Partnership training and conferences.</p>	<p>£600.00</p>	<p>Several sports events attended: Athletics,</p>	<p>Consider opportunities for support staff to lead a sports club in the next academic year. An</p>

<p>in sporting events and competitions</p>	<p>PE subject leader to organise subsequent events and for teams to participate in a range of competitions (stemming from the Sports Partnership – see KI 1 for funding information).</p> <p>Each class has the opportunity to attend at least one sporting competition during the year – more if possible.</p> <p>Results correlated by PE subject leader and shared on website and display in school.</p>	<p>£680 (minibus or coach hire)</p> <p>- (release time already accounted for above)</p> <p>- (release time already accounted for above)</p>	<p>basketball, handball, orienteering and cricket.</p> <p>Y4 basketball team won their regional heat and came 3rd in the final.</p> <p>Y1 & Y2 attended Mini-Olympics/athletics competition. Y2 won the Y2 athletics .</p> <p>Y5 children have received cricket lessons and attended a cricket competition. They also attended a basketball competition.</p> <p>Y3's and Y6's attended an orienteering competition.</p> <p>Y4 and Y6 competed in handball.</p>	<p>athletics club and basketball club are currently running with teaching staff.</p> <p>Consider running of intra-school competitions, such as orienteering in the future to extend the range of competitions in school.</p>
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