

School Sport Funding

Since September 2013, schools have been funded by the DfE with a lump sum and an amount per pupil to support pupil lifestyle and physical wellbeing.

We are required to publish how much funding we receive and how we have chosen to spend the money. This year the funding has been £8,000 per school and £5 per child resulting in £9,500 for Goosehill.

The Sports Premium Offer ensures we ‘promote and develop an embedded system for inclusive high quality PE, sport and physical activity that ensures all young people develop lifelong social, emotional and physical well-being.’

The Key Priorities are as follows:

Physical Education – Literacy, Learning and Leadership (Attainment)

- High quality, age appropriate teaching
- Broad and engaging curriculum that empowers all young people
- Deliver comprehensive professional development opportunities to all practitioners to deliver confidently and competently

Sport – Coaching, Competition, Clubs (Participation)

- Participation in a range of high quality extracurricular opportunities, delivered by appropriately accredited, qualified, skilled teachers and/or coaches
- Participation in a range of intra and inter competitive and non competitive activities, where pupils have the opportunity to explore doing their best and being their best
- Establish links to community clubs, sports and physical activity including leisure and recreational activities

Health and Wellbeing – Enjoyment, Engagement and Exercise (Spiritual, Moral, Social and Cultural)

- All young people supported to develop and understand healthy behaviours and lead active lifestyles
- All young people are supported to reach their full potential and develop into well rounded citizens
- All young people are supported to develop leadership skills and foster positive sporting attitudes in themselves and others

2014/2015 – School Sport Funding £9,500

The school has used the funding to provide:

- A high quality Specialist School Games teacher one day per week to deliver focused teaching of PE and School Sport to pupils from Yrs 1-4.
- Specialist Continued Professional Development to develop staff confidence and subject knowledge in a variety of sport specific skills.
- Class teachers with planning and support to deliver high quality lessons and schemes of work.
- The use of PE and School Sport to contribute to whole school improvement
- Eight classes with specialist coaching for one hour each every Wednesday, KS2 children being fortunate to use Chantry playing fields and KS1 the use of Riverside Leisure Centre during winter bad weather
- Extended differentiation for pupils deemed gifted and talented and support groups for those less coordinated in terms of gross motor skills
- Payment for an increased range of extra curricular PE clubs, addition of Keep Fit, Tennis and Tri Golf to add to Football, Dance and Team Games.
- Leadership skills in older children through Sports' Leaders Training for a group of Yr 4 children (20%) to enhance competitive playground skills
- Increased opportunities to develop intra and inter school competition through Altogether Active Competitions within school and entrance to Sports Partnership Competitions eg overall County Gym winners, Football, Tag Rugby, Cricket
- Increased opportunities to provide access to a range of non competitive festivals – Yr 2 Multi skills, Yr 3 Movement
- PE Resources to support competitive games eg footballs, netballs, tennis nets, racquets and balls, gym mats
- Health and Wellbeing Support through County SLAs and Phunky Foods
- A Change 4 Life School Club to improve healthy living and social interaction
- Summer School based aimed at 'Hard to Reach' and Pupil Premium children using Physical Literacy competition and games to improve pupil performance in Literacy and Numeracy
- Structured physical intervention programmes to aid booster groups in developing the skills of gifted and less coordinated pupils
- Links to Playleader Programme Yrs 2 and 3 and PTSA training.
- Links to recent appointment of second Primary PE Specialist due to evaluation of impact of Primary Literacy on brain based learning, Emotional Literacy, Self Esteem, fine motor skills, handwriting and basic Literacy/Reading skills.
- Links to Primary Spaces Award of £30,000 to improve active Sport/Play spaces

- Increased range of taster PE activities eg judo, hoopstartz, trigolf, skipping across both key stages
- Support with School Games Mark accreditation - Applied for Gold Sainsbury's Kitemark

Impact

- All pupils access a broad, balanced curriculum which is focused on developing physical literacy
- More confident staff in a variety of physical skills, competent in delivering high quality PE
- Children have improved physical skills across all aspects of PE. Increased higher standard/levels in PE from Core tasks to assessment for learning – eg see summer progress data for athletics
- Improved fitness/health levels and concentration in class. More children report higher levels of enjoyment of physical activity and display positive attitudes to health and wellbeing
- Raised self esteem in children who succeed in PE but not necessarily academically
- Less coordinated pupils more active and enthusiastically engaged in physical exercise
- Improved coordination through intervention groups and links to new Fine Motor Skills extracurricular club for Reception
- Expanded range of inter and intra schools competitions and parental support
- Increased range of clubs/active opportunities involving more children eg tennis across the school
- High quality modelled CPD eg gym, staff clearer of teaching skills to achieve objectives
- Clearer differentiation and teacher scaffolding to three levels of inclusion eg Teacher Impact Statements as attached below.
- Increased range of taster PE activities eg judo, hoopstartz, trigolf for both key stages and opportunities to participate in non traditional sports
- Links to Sport England £30,000 sports and play grant for yard games with more physical activity at lunchtime and PTSA training
- **Successfully attained Gold School Games Mark**

2015/16 Aims

- To extend weekly provision to Reception pupils
- To train a Sports Crew including Sports Leaders and Specialist TAs to deliver activities at lunchtimes and breaks

Teacher Impact Statements

Gymnastics for Year 4 lower ability - Spring term 2015

The specialised PE teaching has aided the lower ability children significantly. Initial assessments were able to identify which children needed extra support within the foundation areas of gym – body tension, balance and body control. Due to the level of teacher/ pupil ratio, targeted groups were then set up with specific objectives for each. The lower ability children were able to focus on learning how to complete basic rolls and jumps in the correct way while the more able could apply their skill set to routines and larger apparatus. Over the course of the unit, it was clear to see the progress that was made by the lower ability, in their gymnastic skills, performance level and overall confidence.

Cricket/Rounders for Year 3 middle ability – Summer term 2015

In the initial assessment for cricket and rounders it highlighted a group of children across the middle ability that had good knowledge of the games in terms of tactics and awareness but their skills would not allow them to carry this knowledge through into a game situation. Children in this group could position themselves correctly but found striking the ball more difficult and adding direction to the strike a challenge. Likewise during fielding activities they had excellent awareness of where to stand and the use of the space around them but they weren't able to be effective as a fielding unit due to slightly lower ability in throwing and catching. The groups were differentiated and these children had specific targeted activities that practised throwing, catching, striking and direction as well as developing the children's ability to apply these skills and become much more effective in a match situation. This became much more apparent during the summers cricket competition where many of the children in this group took part with success impacting not only on their ability as a team player but also on their self-belief and confidence to play these types of games.

Football for Year 3 – Upper ability autumn term 2015.

The upper ability group were able to develop their communication, dribbling and shooting skills thanks to a wide range of activities. Additionally, greater passing accuracy was also achieved. The group consisted of both boys and girls. After an initial struggle of acceptance, the boys and girls learnt to play as a team. There was as a noticeable improvement in confidence, especially with the girls, due to them developing their skills and gaining greater understanding of the game. This was achieved through deeper tactical discussions with teachers and then being tasked with disseminating the information to their team.

