

## **Sport Premium Funding Allocation 2015/16**

**Carry forward £1737**

**15/16 funding £8895**

**Total: £10632**

**Total spend: £7258**

### **After school Football Club**

#### **Investment**

- Partnership work on PE with other schools and local partners
- Provide a range of provision and alternative sporting activities
- Wider extra-curricular opportunities

#### **Provision**

- After school football club led by quality assured volunteer.

#### **Impact**

- Enhance skills and knowledge of this sport.
- Can offer Year 1-3 children a high quality extra-curricular football club.
- Participation in a variety of tournaments between other schools.

#### **Next steps**

- Consider other options for offering a football club i.e. Premier Sport, Wigan Athletic and Manchester United Federation. Conduct pupil voice to determine popularity and year groups.
- Extend provision from intra competitions to include inter school competitions through Sainsbury's School Games and/or LLG partnership.

#### **Cost**

Voluntary

(+ 5 x £40 transport cost for competitions and events )

**£200**

#### **Evaluation and Impact:**

**Autumn**

- The children are developing their football skills as a result of high quality training, demonstrated by their ability and skills at the end of the half term.
- Next steps: Competitive opportunities will be followed up with the provider. Registers will be monitored to encourage the uptake of any spaces. Children will be proactively targeted (according to ability or low activity levels) for joining when the club starts again in the Spring 2 term. Target is to increase club capacity from 75% to 100% for the start of the Spring 2 season.

## **Spring 2**

- Registers show 100% occupancy rates.
- Next steps: Identify possible links to competitions during the Summer term: consider competition entries through Sainsbury's School Games or LLG partnership. Ensure children are given the opportunity to participate if places become available.

## **Summer 1**

- The after school club has stopped running due to the coach having other commitments.
- Next steps: Carry out 'pupil voice' to determine if a replacement club is in demand and, if appropriate, consider alternative provision via Premier Sports for the Summer 2 term.

## **Summer 2**

- Pupil Voice for Reception and Key Stage 1 children has determined another choice of after school club for the Summer 2 term.
- The football club was well attended and feedback showed that the children thoroughly enjoyed experiencing football showing good engagement. The children have learned new skills such as passing, accuracy when heading and shooting at the nets. They developed interpersonal skills such as 'team talk,' 'positive encouragement' and 'motivation.' Resulting greater SMSC skills. The club also enabled the children to be part of team and compete in intra competitions which have contributed towards our Sainsbury's School Games Gold Award application and high rates of activity levels.

**Actual Costs so far: £0**

# **Leigh Centurions**

## **Investment**

- Partnership work on PE with local partners
- Participation and success in competitive school sports.
- Wider extra-curricular opportunities

## **Provision**

- Tag Rugby training and tournaments
- Weekly after school Rugby training club (across all terms)

- Provided at no cost by Leigh Centurions allowing more children to attend

### **Impact**

- Enhance staff skills and knowledge of this sport.
- Can offer Key Stage 2 children a high quality extra-curricular Rugby club (Aut 1 and Spring 2).
- Can offer Key Stage 1 and 2 children a high quality extra-curricular Rugby club (Sum 1 and 2).
- Free club allows more children to participate.
- Participation in a variety of tournaments between other schools.

### **Next steps**

- Continue rugby lessons with Leigh Centurions and consider which staff will support organising matches if we enter the Leigh Schools Rugby League in the new academic year. If unfeasible consider entering competitions through Sainsbury's School Games and/or LLG Partnership.

### **Cost**

19 sessions @ £30  
£570

10 matches @ £40 transport cost  
£400

**£970**

### **Evaluation:**

#### **Autumn**

- The children are developing their knowledge and skills within the sport of tag rugby. Several competitions have taken place including a Year 6 Sainsbury's School Games event and two league matches for Years 3-6. Carefully selected teams have meant we have maximised competitive opportunities for a large number of children this half term (28- 23% of Key Stage 2 children). We have secured a sponsor to purchase a full rugby kit which will help build esteem and pride representing the school.
- Next steps: Year 5 Sainsbury's School Games Tag Rugby competition. League training and matches to start again in the Spring term. PE Lead to liaise with the SBM to source and order kit; using pupil voice to determine pattern and colour etc.

#### **Autumn 2**

- All competitions and events are publicised and celebrated via social media and newsletters to raise the sporting profile of the school.
- Next steps: review purchase of new rugby balls and how this is impacting on training sessions. Continue to enter a cross selection of year groups in competitions through the league or Sainsbury's School Games with a percentage increase of participants to

30% of Key Stage 2 children by the end of the Spring term. Ensure that new kit has been ordered and ready to use for the start of the Spring 2 season (RW/JB) - publicise in the local press.

### **Spring 1**

- New kits sourced and ordered by SBM following a vote on choice of strip by the rugby team and approval by school council.
- Next steps: SBM chase with the supplier to ensure ready for use for the Spring 2 season. SBM/PE Lead arrange publicity via local press and school newsletter, website/social media. Continue to liaise with Leigh Centurions re fixtures and squad choices to ensure all children are given opportunities to compete.

### **Spring 2**

- In light of demand, registers have been increased from 20 to 25 places. New kits have been ordered with embroidered school badge and sponsor logo. Two league matches have taken place for Years 3-6. Carefully selected teams have meant we have maximised competitive opportunities for a large number of children taking part (32-27% of Key Stage 2 children).
- Next steps: continue to liaise with Leigh Centurions to ensure that a selection of children are chosen to take part in league competitions. Target is to increase the number of children taking part to 30% of Key Stage 2 children over the remainder of league matches to be played. PE Lead and Pastoral Manager to continue to support the member of staff working with Leigh Centurions to deliver the afterschool club and when coordinating home and away matches.

### **Summer 1**

- Target to increase the number of Key Stage 2 children taking part to 30% has been met through four further competitions this term. Photographs have been taken of the team wearing the new sponsored kit and these have been publicised through school media and in the local press.
- The children completed the league winning a trophy/medals for their hard work and determination in their final match. The rugby club was very well attended and appreciated by both enthusiastic children and parents. The club has enabled children to regularly participate in a competitive sport and experience how rugby works within a league. The children have the opportunity to learn from professional rugby players and not only develop rugby skills, but skills to be an effective member of a team. Communication on the pitch between players is paramount to success. The children have embraced the competitiveness of the sport which has resulted in excellent attendance in sessions and good conduct on the pitch. The children are learning to be team players. The focus on team games has increased children's involvement in competitive sport, resilience skills as well as communication skills. SMSC skills have been developed. Through working with Leigh Centurions, children have learned about the dedication and commitment required to achieve full potential in sport. They recognise the importance of regular practise. This has impacted on children's attitude to learning through building resilience and a determination to pursue something in order to succeed and be the best they can. The new rugby kit has further developed pride in representing the school and belonging to a team. This has also developed

further links with the wider community and that sport and our school team are viewed positively by other institutions. The club also enabled the children to compete in intra and inter competitions which have contributed towards our Sainsbury's School Games Gold Award application and high rates of activity levels.

#### **Actual Costs so far:**

£530

## **Swimming**

#### **Investment**

- Partnership work on PE with local partners

#### **Provision**

- Support parents by subsidising costs of coach to ensure the inclusion of all children.

#### **Impact**

- Enhanced swimming skills for children attending (Y3 children and potentially Y4 children needing booster sessions- Spring and Summer terms).
- Inclusion of all children in the development of this life skill.
- Raise interest in new sports for the children.

#### **Next steps**

- Continue to provide swimming lessons for future years. Use assessment information provided by the swimming instructors at the end of the Summer 2 term to determine which 2016-17 Year 4 children will continue with the Year 3 class in the Autumn term. Also review which 2015-16 Year 4 children are yet to meet the desired standard. It is intended that through this rolling programme of booster sessions that all children will reach the desired standard by the time they leave Key Stage 2.

#### **Cost**

£625 Swimming fees

Transport cost- £660– offset by £2.00 charge from children 50% subsidy £330

Total £955

#### **Evaluation:**

#### **Autumn 1**

- All children in Year 3 attend swimming weekly. All children are confident to get into the water and to begin to learn to swim. Children are assessed weekly and at the end of the half term.
- Next steps: To gather evidence of progress to date from the leisure centre. To complete a case study on weaker swimmers and their progress to date. To offer booster sessions to Year 4 non-swimmers, potentially in the Autumn 2 term. To celebrate effort and success in assembly when certificates become available.

### **Autumn 2**

- Discussions between HT/PE Lead and SBM to determine best way to deliver booster sessions for non-swimmers for the start of Spring 1. Aim is that all children in the current Year 3 and Year 4 classes reach the desired standard by the end of the academic year 2015-16.
- Next Steps: Use assessment information provided by swimming instructors to review progress and impact of changes in provision.

### **Spring 1**

- Booster sessions are being offered to Year 4 non-swimmers.
- Next steps: use assessment information to review progress and impact of changes in provision. Review children who have reached the desired standard to potentially reduce numbers and provide more focused support.

### **Spring 2**

- Booster sessions continue to be offered to Year 4 non-swimmers.
- Next steps: contact swimming instructors for assessment information to determine targeted children during the remainder of the Summer term.

### **Summer 1**

- Swimming registers remain unchanged to provide opportunities for the maximum number of children.
- The majority of children made progress in their swimming skills and all Year 3 children thoroughly enjoyed the swimming lessons. Children from Year 4 welcomed the opportunity to receive booster sessions. Certificates received by children to show what skills they have developed. Those children who did not meet the set standard will have the opportunity to complete more sessions during the autumn term next year.

**Actual Costs so far: £760.50**

## **Clubs offered by Premier Sport**

### **Investment**

- Improved participation in activities and promoting healthy lifestyles
- Partnership work on PE with local partners

- Provide a range of provision and alternative sporting activities
- Wider extra-curricular opportunities

### **Provision**

- To offer a lunchtime Change 4 Life club for up to 20 children in Years 1 and 2 run by Premier Sport professional coach
- To offer an after school sports club for up to 20 children in various year groups run by Premier Sports professional coach- Archery- KS 2 (Aut 1) Dance- KS 1 (Aut 2)
- Other clubs tbc which engage at least 50% of students

### **Impact**

- Introduce children to a new sport which they cannot access in school.
- Promote individual and team sport competitions or increase pupils' participation in the School Games.
- Run sports activities with other schools.
- Establishing strong, sustainable partnerships with local community sports clubs where no links have been made in the past.
- Establishing a house system to enable regular, inter-house sports competitions for pupils of all ages.

### **Next steps**

- Hold after school clubs in the new academic year and enter a range of intra and inter competitions again. Continue to use the 'traffic light' system to identify target children and year groups when organising clubs and extracurricular activities.

### **Cost**

£3800

### **Evaluation:**

#### **Autumn 1**

- The children really enjoyed archery, an activity that many of them hadn't done before. Premier Sports delivered this well and organised intra competitions between the children. This developed competition skills within an individual participation sport. The PE Lead and Premier Sport worked together to invite less active children to join the Change 4 Life club. This is running successfully and is increasing levels of engagement and participation rates.
- Next steps: To complete pupil consultations about the impact of the sport and what the children have gained from it. To ensure that clubs we offer to children have competitive opportunities planned in e.g. dance during the Autumn 2 term. To continue to target less active children to join the Change 4 Life club.

#### **Autumn 2**

- The club offered by Premier Sport meant 10 Key Stage 1 children were able to represent school at the Sainsbury's School Games Dance Competition. We are continuing to use Premier Sports after school clubs to prepare for competitions e.g. Sports hall athletics and football during the Spring term to provide children with the best possible outcomes. This will mean participation rates in inter school competitions for the Autumn and Spring as a result of after school clubs will be a possible 78 children (37% of whole school).
- Next steps: Premier Sport have been asked for their advice how to deliver Change 4 Life clubs in the Spring term to identify and target less active children. Terms. The aim is continue with a 100% occupancy rate.

### **Spring 1**

- Premier Sport have used current assessment information to inform participants in the new Change 4 Life club. Registers show that these sessions continue to take place weekly and have a 100% occupancy rate. The club offered by Premier Sport during the Spring 1 term meant 30 Key Stage 2 children were able to represent school at the Sainsbury's School Games Sports Hall Athletics Competition. We have also organised an external dance coach to provide an afterschool club to prepare Key stage 2 children for a dance competition in the Spring 2 term.
- Next steps: Calculate participation rates in inter school competitions for the Autumn and Spring terms as a result of after school clubs. Use to inform Summer term competition choices and target children/year groups.

### **Spring 2**

- Change 4 Life registers remain the same as Spring 1 to promote maximum engagement and impact on activity rates for children taking part. The club offered by Danceleighters during the Spring 2 term meant 14 Key Stage 2 children were able to represent school at the Sainsbury's School Games Dance Competition. This will mean participation rates in inter school competitions for the Autumn and Spring terms as a result of after school clubs was 122 children (58% of whole school).
- Next steps: PE Lead to review Sainsbury's School Games term 3 competition entries when the calendar is received.

### **Summer 1**

- PE lead carried out a review of competitions and opportunities already offered to year groups and activity levels for individual children. As a result, the Change 4 Life club will offered to Key Stage 2 children with priority given to those children who have been identified as less active over the course of the year. Year 1 will also have an opportunity to compete in a Tag Rugby League inter competition with priority being given to the less active children in the class.
- We offered over 50 extracurricular activities and events to ensure that we engaged the highest number of children possible. Pupils were very positive in their responses to the sports after school clubs. The children in our school show good skills and knowledge in a range of sports. The clubs and extracurricular activities have enabled sport to be accessible to all children. 100% of children in Key Stage 1 and Key stage 2 accessed either a competition, sports after school club or extracurricular activity this year. It has allowed children to compete as individuals within inter and intra



competitions. It has developed skills such as self-discipline, improved concentration and determination. It has enabled children, who do not regularly access sport, to experience a range of disciplines which require timing and footwork skills as well as speed and strength. Children understand that regular practise leads to achievement. The clubs have contributed towards our Sainsbury's School Games Gold Award application and high rates of activity levels.

### **Actual Costs so far:**

£2442

## **Purchasing of sports equipment**

### **Investment**

- Up-skilling of staff to enhance quality of PE provision being delivered in school.
- Making physical education curriculum inclusive
- Provide a range of provision and alternative sporting activities

### **Provision**

- Premier and staff to complete an audit of resources
- Purchase equipment and teaching resources to support national curriculum requirements

### **Impact**

- Enhanced P.E provision and delivery of activities in school.
- Staff trained to use new equipment purchased effectively.
- Improved standards.
- Positive attitudes to health and well-being.
- Engaged or re-engage disaffected pupils.
- Increased pupil participation.

### **Next steps**

- Continue to monitor the PE equipment to inform future purchases. Liaise with sports coaches to determine gaps in provision and refer to afPE guidance for legal and health and safety requirements.

### **Cost**

£500

### **Evaluation:**

#### **Autumn 1**

- The PE Lead and Premier Sport have completed an audit of resources.

- Next Steps: Staff to complete a resources questionnaire. PE Lead to liaise with the SBM to source and order items.

## **Autumn 2**

- Items ordered and staff made aware to ensure that they are utilised within lessons. Staff CPD scheduled for the Spring 2 term will further support staff on how to use resources.
- Next steps: liaise with Premier Sport to organise and deliver staff CPD meeting and drop ins to ensure adequate and full use of resources. Staff to share skills and CPD. PE lead monitor and promote this through Skills Development feedback from staff.

## **Spring 1**

- CPD session with Premier Sport and teachers/HLTAs has been arranged for the first week of the Spring 2 term. The focus will be on utilising the new equipment with regards to curriculum requirements, differentiation and safety. Skills development sheets to be completed and shared with staff and used to inform next steps and future purchases.

## **Spring 2**

- CPD delivered to staff and skills development feedback shared and used to inform next steps. Key points raised included: curriculum and objectives, 'best practice' ideas, using ICT, expectations and assessment.
- Next steps: audit through 'drop ins' and assessment/planning scrutiny the impact and implementation of the key points and next steps that were shared with staff.

## **Summer 1**

- A tidy of the PE store means we have been able to donate unsuitable items for primary school children to the local high school and set up sports equipment boxes for children to use during play and lunch times. Frequently used and newly purchased items are easily accessible and meet safety requirements. Positive feedback from teachers and observations show how the new resources and tidy store has impacted on setting up equipment for lessons and the ability to differentiate using various resources during lessons according to formative assessment.
- The new equipment had a positive impact on PE lessons being taught. The children gained experience in using the new equipment and showed greater engagement in lessons when appropriate equipment was being used. The equipment will enable children to access a wider range of sports, resulting in wider skills sets in a choice of sports. The aim is this will eventually lead to wider interest in PE as children move through school as a result of wider opportunities rather than limited experiences. Children who develop an interest in a particular sport are encouraged to join the local clubs to develop this interest further. School will support families to do this. We have links with around 14 local sports and community clubs which we celebrate and promote on the PE notice board, school media and during whole school and family assemblies.

## **Actual Costs so far:**

£423.10

## **CPD for PE**

### **Investment**

- Up-skilling of staff to enhance quality of PE provision being delivered in school.
- Links with other subjects that contribute well to pupils overall achievement and their greater SMSC skills.
- Making physical education curriculum inclusive
- Improved participation in activities and promoting healthy lifestyles
- Provide a range of provision and alternative sporting activities

### **Provision**

- Developed knowledge and up skilling all staff on the use of equipment and resources
- Developed knowledge of targeted staff on identified area of need
- CPD providers- Premier Sports and other tbc

### **Impact**

- Raised attainment in P.E.
- Improved standards.
- More confident and competent staff.
- Enhanced knowledge of effective planning and assessments along with good understanding of inclusion in this subject.
- To include differentiation in planning for SEND.
- Lesson plan and assessment structure consistent throughout school.

### **Next steps**

- Observe teachers who have accessed CPD to observe how the training has impacted their teaching of PE. Review the up skill sheets that have been completed by staff to share good practice and support new staff.

### **Cost**

£540- Premier + £562 additional teacher CPD

£1102

### **Evaluation:**

#### **Autumn 1**

- Staff CPD has been organised for the Spring term to ensure equipment and resources are used for maximum impact.
- Links have been made with Bedford High School and the Year 4 class and teacher are to have Badminton and Table Tennis lessons/CPD during the Autumn 2 term.

- Next steps: Evaluate the impact of CPD and sharing good practice by asking staff to complete skills development sheets. To ‘drop in’ lessons to ensure that equipment and resources are being utilised to their full potential.

## **Autumn 2**

- Positive feedback from the Year 4 teacher and children regarding sessions at Bedford High School. Opportunities to share skills such as organising round robin activities during the Spring term CPD.
- Next steps: Further sessions have been arranged for the Year 2 class and teacher to have lessons/CPD during the Spring 1 term. The PE lead has also requested CPD from the High School regarding the role of Play Leaders and forming a School Sports Organising Crew. This is due to start in the Spring 1. Target is to recruit and train a minimum of 12 children from Year 5 or Year 6 by the end of the Spring term.

## **Spring 1**

- CPD session with Premier Sport and teachers/HLTAs has been arranged for the first week of the Spring 2 term. The focus will be on utilising the new equipment with regards to curriculum requirements, differentiation and safety. Skills development sheets to be completed and shared with staff to inform future CPD. The high school have been unable to fulfil the CPD requested due to staff illness.
- Next steps: A meeting has been re arranged with Bedford High School during the second week of the Spring 2 term to discuss play leaders and class PE lessons at Bedford High School.

## **Spring 2**

- Meeting held with Bedford High School and a scheme of work devised for Year 5 over seven lessons during the Summer 1 term. Ideas were also shared for Sports Days and arrangements made for high school play leaders to support the events.
- Next steps: carry out ‘pupil voice’ and obtain assessment information from Bedford High to determine the impact of the sessions. Consider next steps for play leader roles once children have accessed the lessons. Continue to liaise with Chris Moss and Premier Sports regarding support during Sports Days.

## **Summer 1**

- Year 5 have accessed a number of lessons during the Summer term and are developing their play leader skills. This will continue during Summer 2 term and be extended to include cross curricular links such as report writing in literacy. Teachers have been observed using the STEPS model during lessons and using resources as suggested during CPD sessions.
- We have promoted and helped to sustain clubs and facilities within the local area through CPD opportunities and using sports coaches and promoting their services. We have been proactive in seeking the support of a wide range of local organisations to benefit the sports provision and up skilling staff within school. By organising lessons and events at the high school, we have also supported children with future transition. In addition, this has been used as an opportunity for high school children to develop their leadership skills and towards accreditation in NVQ and GCSE subjects.

Feedback from the class teachers showed that the children were enthusiastic during lessons and were keen participants. The children's responses to the lessons showed they had learned new skills both linked to specific sports as well as social skills for being a successful team player. Children demonstrate a good knowledge what to do in order to lead a healthy lifestyle, including regular exercise. They can explain the balance between diet and exercise. Staff have been upskilled in the rules of badminton, table tennis and multi skills and the progression and structure required to teach it. Teaching strategies have also been picked up in terms of differentiation, pace of lessons and rotations. Staff have a greater awareness how to develop play leader skills and these will be disseminated to welfare and pastoral staff to impact on engagement and behaviour during play and lunch times. Teachers have benefitted from the expertise of coaches when planning for Sports Days and ways to make activities and events inclusive for all children.

**Actual Costs so far: £0**

## **CPD for teachers - specialist gymnastics teaching from outside provider**

### **Investment**

- Improved participation in activities and promoting healthy lifestyles
- Making physical education curriculum inclusive
- Provide a range of provision and alternative sporting activities
- Wider extra-curricular opportunities
- Participation and success in competitive school sports.

### **Provision**

- To ensure that our children have high quality PE provision that is broad and engaging for all and meets the requirements of the national curriculum.
- Working with Rec and Year 1- half term tbc

### **Impact**

- Improved standards.
- Increased pupil participation.
- Children are taught by a subject specialist to ensure quality first teaching of sport.
- Opportunity to experience new sports.
- More confident and competent staff.

### **Next steps**

- During the Spring 1 term, when gymnastics is the planned unit of work, observe teachers who took part in the gymnastics training to observe how the training has impacted their teaching of gymnastics and review assessment data for impact on attainment and progress.

### **Cost**

£1000

## **Evaluation:**

### **Autumn 1**

- This CPD has been organised to start the first week of the Spring term for 6 weeks.
- Next steps: PE Lead to liaise with the Year 1 class teacher to determine main CPD requirements and consider those for Reception. This is to be discussed with the gymnastics teacher prior to her starting to maximise opportunities.

### **Autumn 2**

- PE lead has spoken to gymnastics provider and sessions have been planned with objectives to suit the Reception and Year 1 cohorts and the CPD requirements of staff.
- Next steps: On going evaluations of CPD, carry out pupil voice and assessment scrutiny to determine impact. Promote sharing skills development through CPD with other staff.

### **Spring 1**

- A review of Reception data for the Spring 1 term has attributed the focused gymnastic CPD sessions towards increased attainment in Physical Development aspects from 35% below ARE 65% ARE End Autumn 2 to 77% ARE 23% exceeding ARE End Spring 1. Specific objectives include transporting equipment safely, negotiating space, using large and small movements, experimenting with ways of moving, using large apparatus and gym equipment. It has also contributed towards increased attainment in Communication and Language aspects from 100% ARE End Autumn 2 to 45% ARE 55% exceeding ARE End Spring 1. Specific objectives include listening attentively in a wide range of situations, following complex instructions.
- Next steps: pupil voice to determine next steps re gymnastics focus. The Reception and Year 1 teacher are to share their developed skills with other class teachers and HLTAs during the PE staff meeting Spring 2 week 1. The Year 1 teacher to complete an Impact Survey and provide quantifiable assessment data for the class following CPD.

### **Spring 2**

- Key skills regarding gym equipment shared with staff during PE staff meeting with the support of Premier Sport. Year 1 teacher has reported that during the gymnastics CPD children were engaged and motivated to try various new skills. She has learned how to deliver different objectives and how to incorporate differentiation including support for SEND pupils.
- Next steps: audit through 'drop ins' and assessment/planning scrutiny the impact and implementation of the key points and next steps that were shared with staff during the gymnastics CPD. Consider if CPD could be shared with any other year groups.

### **Summer 1**

- Key skills and resources shared with staff covering Year 2 PE lessons.

- Evaluations and feedback from teachers indicates the Gymnastics CPD led by A\* Consultancy impacted positively on teaching and learning in PE. Teachers have gained knowledge of how to structure a lesson, create support and challenge as well as develop strategies to enable gymnastics to be accessible to all children. Staff will continue to implement the skills they have learnt from the gymnastics training in the new academic year.

**Actual Costs so far:**

£720

## **Inter school competitions through Sainsbury's School Games and club links**

**Investment**

- Partnership work on PE with other schools and local partners
- Up-skilling of staff to enhance quality of PE provision being delivered in school – organising competitions
- Participation and success in competitive school sports.

**Provision**

- Events and competitions with schools in the Wigan East district and within the area cluster
- Events and competitions are publicised and coordinated on the Sainsbury's School Games Notice Board

**Impact**

- Children have the opportunity to strengthen their skills in a sport and to build character and help to embed values such as fairness and respect.
- Take part in 6 inter and 6 intra competitions including providing opportunities for SEND children.
- Young people represent their school and influence the direction of sport within school as part of a Sainsbury's School Games Organising Crew.
- External commendation and a recognised award for PE provision.

**Next steps**

- Build on this success to offer our children high quality provision and opportunities both within and outside of school. Continue the standard set to maintain the Sainsbury's School Games Gold Award.

**Cost**

6 x £50 Transport cost

£300

## **Evaluation:**

### **Autumn 1**

- The PE Lead has attended the Networking Day and as a result is fully aware of current best practice and developments. These have been incorporated, where applicable, into the school PE action plan. We are entering four competitions this term, meaning that approximately 50 children from different year groups will have an opportunity to compete against other schools. Intra competitions have taken place at the end of the half term in archery, rugby and football. Links have been made with Bedford High School to help with setting up a Sports Crew. The school was successful in its Bronze Award application for 2014/15.
- Next steps: Continue to enter competitions in a variety of sports and across year groups. Form a Sainsbury's School Games Organising Crew. Monitor progress towards achieving the Gold Mark Award.

### **Autumn 2**

- CPD organised for forming the School Games Organising Crew in the Spring 2 term. Gold Mark criteria reviewed and next steps addressed. Competition entries for the Spring term ensures coverage of events and key stages and links to after school clubs/lesson preparation for best possible outcomes. An analysis of data regarding competition entries and after school clubs is that extracurricular sporting activity is 51%.
- Next steps: Review which children have been selected to enter competitions and target those who have yet to take part. Using CPD delivered by Chris Moss, create an action plan for forming School Games Organising Crew. Continue with current level of extracurricular sporting activity- monitor KS 2 to ensure eligibility for Gold Award (at least 50%).

### **Spring 1**

- We have entered two competitions this half term. The Just Join In Festival was as an opportunity for less active/able children to experience an inter school competitive event. Pupil voice showed that the experience has had a positive impact on their motivation and wellbeing and overall engagement in sports and healthy lifestyles. We have also entered a Year 5 and 6 Sports hall Athletics competition with 30 children being given the opportunity to compete. At this midpoint of the year we have entered five inter school competitions through Sainsbury's School Games and two rugby competitions through The Leigh and District Primary Schools Rugby League. After school clubs have facilitated three intra competitions.
- Next steps: Calculate participation rates in inter school competitions for the Autumn and Spring terms as a result of after school clubs. Use to inform Summer term competition choices and target children/year groups.

### **Spring 2**

- We have entered three competitions this half term. This includes a Key Stage 2 dance competition with 14 children being given the opportunity to compete and two rugby competitions. So far this academic year, we have entered six inter school competitions



through Sainsbury's School Games and four rugby competitions through The Leigh and District Primary Schools Rugby League. After school clubs have facilitated five intra competitions. An analysis of the details of the competitions has identified target children, year groups and sports and this information will be used to inform the Summer term competition entries when the calendar is received.

- Next steps: calculate the actual % of children taking part in a competition and/or extracurricular sports activity.

### **Summer 1**

- 92% of children in Key Stage 1 and Key stage 2 have accessed either a competition, sports after school club or extracurricular activity so far this year. We aim to increase this to 100% of children during the remainder of the Summer term through using the traffic light system to target individual children.

### **Summer 2**

- 100% of children from Year 1 –Year 6 have accessed either a competition, sports after school club or extracurricular activity this year. An application to celebrate this achievement has been made to the Community Education Awards and for our outstanding contribution to sports and healthy lifestyles.
- Inclusion and participation is at the heart of our sporting activity and we have developed our curriculum so that learners are given the opportunity to experience a wide variety of sports and events and experience competitions with others. Events and opportunities are promoted and publicised. We have offered opportunities for children to experience a wide range of extra-curricular activities. These have also been targeted at particular individuals to maximise their potential and breadth of knowledge. We have raised attainment and our sporting profile and transmitted the emphasis we put on Sports provision to staff, pupils, parents, governors and the wider community. Children have been given quality provision as part of the curriculum and in extracurricular activities. The majority of these have been organised as a result of pupil voice and according to assessment, targeted support and CPD requirements. We have met the requirements for the Gold School Games Mark Award 2015/16 and an application will be submitted before the end of the Summer term. We came runner up from a total of over 3500 applications and 600 shortlisted schools to receive runner up in the Community Education Awards- Outstanding Contribution to Sports and Healthy Lifestyles.

### **Actual Costs so far:**

£623 (includes dance coaching) - £323 over spent but underspent in transport for football and rugby

## **Activity Days**

### **Investment**

- Improved participation in activities and promoting healthy lifestyles
- Making physical education curriculum inclusive

- Provide a range of provision and alternative sporting activities

### **Provision**

- To offer a day's programme (10<sup>th</sup> or 23<sup>rd</sup> March) of outdoor and adventurous activities to Year 3 and Year 4 children at a specialist activity centre: Anderton Centre- Chorley

### **Impact**

- To introduce children to a new sport which they cannot access in school.
- Improved standards.
- Positive attitudes to health and well-being.
- Engaged or re-engage disaffected pupils.
- Increased pupil participation.

### **Next steps**

- Possibly organise further activity days next year to maximise wider opportunities for children.

### **Cost**

£1805

(cost of visit £1350 cost of transport £600 – children to subsidise by £5.00 each)

### **Evaluation:**

#### **Spring 2**

- Year 4 children attended the Anderton Centre and took part in outdoor and adventurous activities.
- Next steps: carry out 'pupil voice' and liaise with the class teacher to determine the impact of the trip.

#### **Summer 1**

- Year 3 children attended the Anderton Centre and took part in outdoor and adventurous activities. Children from both year groups have responded positively to the wider opportunities that they have been given. Teachers have reported that children were enthusiastic and engaged in the activities and that the skills and experiences have transferred to activities in school across the curriculum.
- Feedback from the class teachers showed that the children were enthusiastic during the activity days and were keen participants. The children's responses to the days showed they had learned new skills both linked to specific activities as well as social skills for being a successful team player. Children demonstrate a good knowledge what to do in order to lead a healthy lifestyle, including regular exercise and outdoor pursuits. The focus on team activities has increased children's involvement in active sport, resilience skills as well as communication skills. SMSC skills have been developed. This has impacted on children's attitude to learning through building

resilience and a determination to pursue something in order to succeed and be the best they can.

**Actual Costs so far: £1760**

**Total: £7258**

As a result of school's commitment to Sport, Bedford Hall will be applying for the Sainsbury's School Games Gold Standard Mark and will continue to aim to maintain this standard next academic year. We have also been shortlisted from 3,500 entries to receive a Community Education Award for our outstanding sports provision.