

## Escomb School

### Monitoring of the Sport Premium

Since September 2013, Ofsted inspections report on PE and sport provision and on how schools spend their additional funding.

The government also hold schools accountable by requiring them to publish by April 2014, on their websites, details of how they spend (or will spend) their PE and sport grant. They must also include detail about the impact this funding has on pupils' PE and sport participation and attainment.

The following document enables all schools to outline how the Primary PE and Sport Premium funding, will enable a measurable and sustained improvement against the four aims through:

- PE and sport, underpinned by high quality teaching
- Increasing participation levels in physical activity
- Increasing healthier pupils who are more engaged across the whole curriculum.

**The revised focus for the Primary PE and Sport Premium funding is:**

1. Engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. PE and sport being used 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

#### School Audit

1. How many hours of curriculum **Physical Education** do each class receive?

2

2. How many after school clubs are available per week?

6

**Commented [JR1]:** The total time provided for PE lessons during the school day (beginning after morning registration). This includes changing time but not travelling time. It does not include time provided at break and lunchtimes. Schools with a two-week or ten-day timetable should add the curriculum time over one complete cycle of the timetable and divide by 2.

**Commented [JR2]:** The average number of Physical Education and Sport based clubs that take place per half term.

3. What proportion of pupils take up the **afterschool clubs**?

**Commented [JR3]:** Before school, at break time, at lunchtime, after school, in the evenings or at weekends. Students must have attended a minimum of 75% of the sessions available

Class	2015-16 Students	2016-17 Students (Autumn)	2017 – 18 Students
EYFS	34.5%		16%
Class 1	13.3%	50%	13%
Class 2	46.7%	26.7	22%
Class 3	36.7%	13.3%	30%
Class 4	60.7%	32.1%	60%
Class 5	46.6%	33.3%	60%
Class 6	41.4%	100%	23%

4. What proportion of pupils attend a local club, or take part in out of **school** sport?

**Commented [JR4]:** These are activities that take place outside of the curriculum and extra-curricular programme of the school. They are delivered by clubs to ensure there is regular participation. They may have elements of instruction. Examples include rugby training and matches for junior club, swimming lessons or dance classes.

Class	2015-16 Students	2016-17 Students	2017-18 Students
EYFS			63%
Class 1	46.4%	41.4%	43%
Class 2	43.3%	60%	20%
Class 3	46.7%	76.7%	77%
Class 4	50%	53.3%	83%
Class 5	46.7%	93.3%	57%
Class 6	41.4%	66.7%	83%

5. What proportion of pupils are involved in **intra-school sports competitions**?

**Commented [JR5]:** Events in which pupils from the same school compete against each other. Common events include inter-house or inter-form tournaments or leagues in sports such as netball, tennis and gymnastics; swimming/aquatic galas. Intra-school competitive activities do not include clubs without competition, such as aerobics and dance clubs. Intra-school competitive activities **do not include school sports days**.

Class	2015-16 Students	2016-17 Students	2017-18 Students
EYFS			80%
Class 1			80%
Class 2			87%
Class 3			87%
Class 4			100%
Class 5	100%		93%
Class 6	100%		97%

6. What proportion of pupils are involved in inter-school competitions?

Class	2015-16 Students	2016-17 Students	2017-18 Students
EYFS	100%		100%
Class 1	100%		100%
Class 2			100%
Class 3	30%		100%
Class 4	42.9%		63%
Class 5	66.7%		60%
Class 6	100%		100%

**Commented [JR6]:** A sporting event or fixture where pupils from two or more schools compete against each other. Pupils are usually selected by their school to compete as individuals or as part of a team. Common examples include matches in sports such as basketball, hockey and cricket; district athletics championships; cross country championships; area swimming/aquatic galas; and 5-a-side football tournaments.

7. Which of the following sports or activities has your school provided this academic year as part of the PE curriculum or an after school club?

Sport/Activity	Tick One Only	Sport/Activity	Tick One Only
Angling	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Lacrosse	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Archery	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Martial Arts / Self Defence	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
*Athletics (inc. Cross Country)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Mountaineering	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Badminton	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Multi Skills Club	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
*Basketball	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	*Netball	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
*Boccia	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Orienteering	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Bowles	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	OAA	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Boxing	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Rounders / Softball	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Canoeing / Kayaking	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Rowing	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Cricket	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	*Rugby (inc 'tag')	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Cycling	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Sailing	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Dance	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Skateboarding	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Equestrianism	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Squash	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Fitness	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	*Swimming	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
*Football	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Table Tennis	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Goalball	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	*Tennis	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Golf	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Triathlon	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
*Gymnastics	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Volleyball	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Hockey	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No
Other scootering	<input type="checkbox"/> Yes <input type="checkbox"/> No	Other (Skipping)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Sports in RED are Sainsbury School Games sports. Those with \* are County Durham Level 2 sports.

**Commented [JR7]:** These are activities that are undertaken for a sustained period of time as part of curriculum and extra-curricular programmes. It does not include taster days.

8. What is the increase in the numbers involved in extra-curricular Sports activities

Our numbers for extra-curricular activities fluctuate year on year. We offer children a wide variety of clubs and keep changing these to enhance interest however there is not always an increased up take. A high proportion of our children take part in clubs outside of school so comment that they are unable to participate because of their other commitments. We will continue to offer children a range of activities and focus on those year groups where numbers are lower. [ ]

**Strategy**

9. What was the role of school governors in the process?

**Commented [JR8]:**

	Please tick one only
They were involved in the discussions and the decision process	[ <input type="checkbox"/> ]
They were informed about the decisions	[ <input checked="" type="checkbox"/> ]
Neither of the above	[ <input type="checkbox"/> ]

10. What other agencies have you sought advice from or worked collaboratively with in utilising the Sport Premium?

**Commented [JR9]:** Please select agencies as appropriate

	Please tick one only
Specialist PE advisors	[ <input checked="" type="checkbox"/> ]
Association for Physical Education	[ <input type="checkbox"/> ]
School Sport Partnerships (including SGO)	[ <input checked="" type="checkbox"/> ]
County Durham Sport	[ <input checked="" type="checkbox"/> ]
Culture and Sport	[ <input type="checkbox"/> ]
Youth Sport Trust	[ <input type="checkbox"/> ]
National Governing Bodies	[ <input type="checkbox"/> ]
Local Clubs	[ <input type="checkbox"/> ]
Health / Youth Services	[ <input type="checkbox"/> ]
Independent Sports Coaching Companies	[ <input checked="" type="checkbox"/> ]
Other: [       ]	[ <input type="checkbox"/> ]

## Impact on pupils

11. How has your use of the funding contributed to whole school improvement or wider school changes ?

We want our children to be fit, healthy and active. We have been able to provide all our children with the opportunities to take part in a range of sports as well as encouraging them to take part in any extra-curricular activities. The Bishop Auckland SLA was paid for using the sports premium and entitled us to a comprehensive program of events for schools and training opportunities for staff. Using our funding for a designated coach has enabled us to deliver high quality PE across the school. Fluctuation in teaching staff this year has made it difficult to maintain training and so this will be a continued target as we move forward. All staff have attended County Durham PE courses as part of our Service level agreement also. This has been one of the most valuable expenditures this year as it is upskilling staff across a range of curriculum areas. Staff identified areas to improve as well as being targeted based on particular year groups that they were teaching in. Sports premium has also enabled pupils to access a variety of events across the local area. Children's participation at all festivals and competitions has led to many sporting successes. Year 5 and 6 pupils came first in the Level 2 School Games Indoor Athletics event. We also had cross country finalists who represented the school in level 3 school games events. Attendance at festivals, being part of school leagues and signposting children to out-of school link clubs has enabled all our children to take part and succeed. Sporting achievement is always celebrated in school as well as priding ourselves on taking part in as much as possible.  
**Year 6 swimming data: 91% achieved national curriculum**

12. Which classes/year groups has the Sport Premium been spent on and why?

The sports premium funding has been spent on all children. Our school aims to improve the quality and breadth of our sporting provision, as well as motivate and inspire our children to want to be as healthy and active as they possibly can be. In order to meet this criteria we identified a number of priorities: Investing in continual professional development for all staff where needed; employ a PE specialist one day a week to deliver and provide opportunities to shadow and upskill staff; fund transport to festivals in order to help increase competitive opportunities; offer varied sporting opportunities for all our pupils, aiming to enthuse and motivate.

## Measuring the Impact

13. Briefly explain the schools rationale for the distribution of Sports Premium funding

Our key aim is to provide an inclusive PE curriculum that motivates and encourages all our pupils to participate fully. We want our children to have the opportunities to engage in fun and inspiring activities that will encourage them not only to be fit and healthy but hopefully enthuse them to set goals for themselves. By offering our pupils participation in a wider curriculum and extra-curricular opportunities, (including motivational visitors in school) we want them to believe in themselves and be aware of all the possibilities that sport could offer them. Celebrating sporting success is part of our weekly celebration assembly and continues to raise the profile of PE and sport as part of our daily lives.

## Progress

The following summarises the impact on pupils of the Sport Premium:

14. The quality of teaching and learning over time in Physical Education is judged to be:-

	Please tick one only
Outstanding	<input type="checkbox"/>
Good	<input checked="" type="checkbox"/>
Requires Improvement	<input type="checkbox"/>
Inadequate	<input type="checkbox"/>

15. Briefly outline the systems in place to evidence this judgement

Core tasks provide our breadth and balance of PE activity and the PE Lead ensures that there is curriculum coverage. Monitoring of this plan through discussion with staff helps to ensure the correct coverage and balance. Learning walks help to check on this delivery. Staff have peer coached sessions alongside our employed PE specialist. We also have other specialist coaches who work alongside teachers, up-skilling and developing their knowledge in a range of activities.

**We are going to be reviewing our assessment procedures in the forthcoming year**

16. What is the progress over time of learners? To be measured at the end of the year

Age Group	Measure of Progress % of children meeting ARE for PE
Foundation	
Key stage 1	
Key stage 2	

**Commented [JR10]:** This section is not protected. This allows the school to save two versions. One to include this section which will support a school in its self-evaluation process, the second to publish omitting the sensitive information

**Commented [JR11]:** Systems may include: lesson observation schedules, learning walks, peer coaching, scrutiny of lesson planning

**Commented [JR12]:** This section requires a comparative measure over time that best fits the schools assessment schedule. It is recommended that the Core Tasks however form part of the benchmarking process. References are made to pupils being 'key stage ready'. Schools should use the 'floor target' of 85% as a guide.

17. Summarise how the professional learning that has taken place has had an impact on the pupils in your school

**Commented [JR13]:** Consider the cause and effect principle to reference the impact. For example teacher A attended CPD on athletics, she has since set up a running club which is attended by 25/40 KS2 student.

Specialist sports coaches work alongside teachers, supporting and team teaching in order to up-skill. Staff feel more confident when delivering games sessions and are using their new knowledge to develop children's abilities.

Sports leadership training for Y5 pupils lead to an event led by the children. Y5 staff also led parts of the training and developed training of leadership skills. These children as Y6 pupils will be leading events next year and also running playtime organisation. All staff have attended CPD and report back findings and resources in staff meetings.

PE lead, on return from PE conference, brought back info on the 30 minutes of active time. This will have an impact starting in Sept. 2018 using super movers, go noodle etc and being more active in class.

*In 2017/18 the PE leadership was handed over to a new member of staff. This year he has shadowed and supported the PE lead. For 2018/19 this member of staff will fully take on this subject leadership role.*

#### Health Initiatives

18. What programmes have been put in place to support and engage the least active and most vulnerable pupils?

Access to level 2 school games.

Fully inclusive inter/intra-school competition through school games coordinator and Bishop SLA with Durham County Council

Leadership training for the whole of year 5 culminating in an event for all Y1 and Y2 pupils

Multiskills club aimed at all KS1 pupils

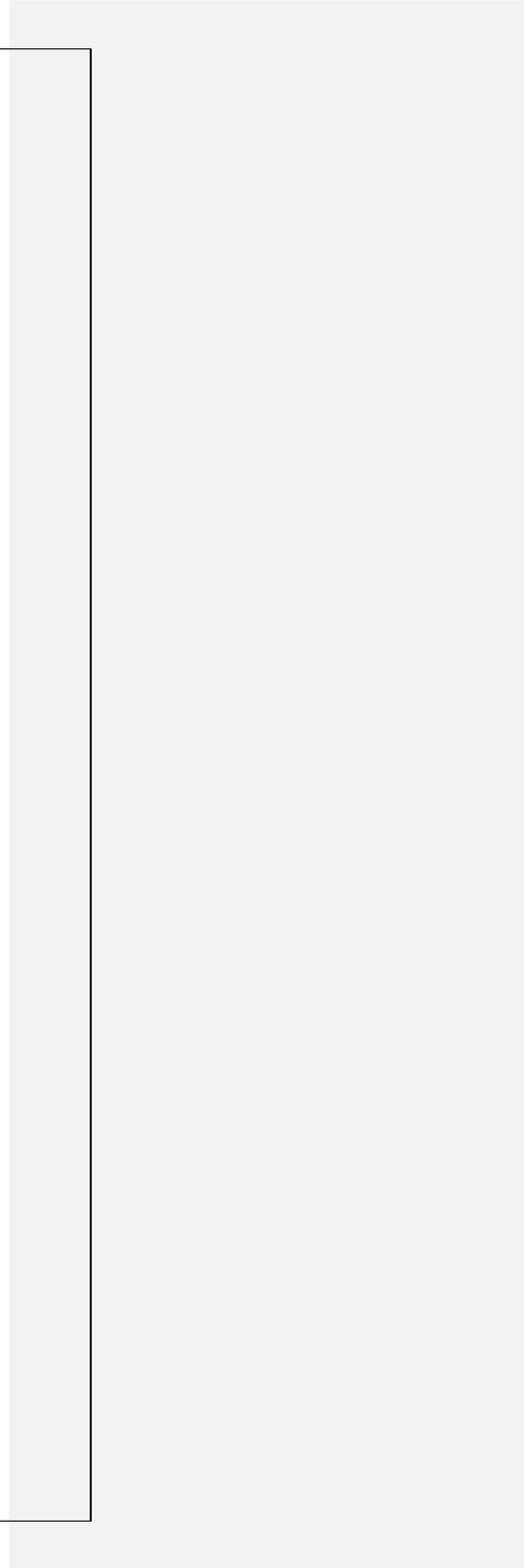
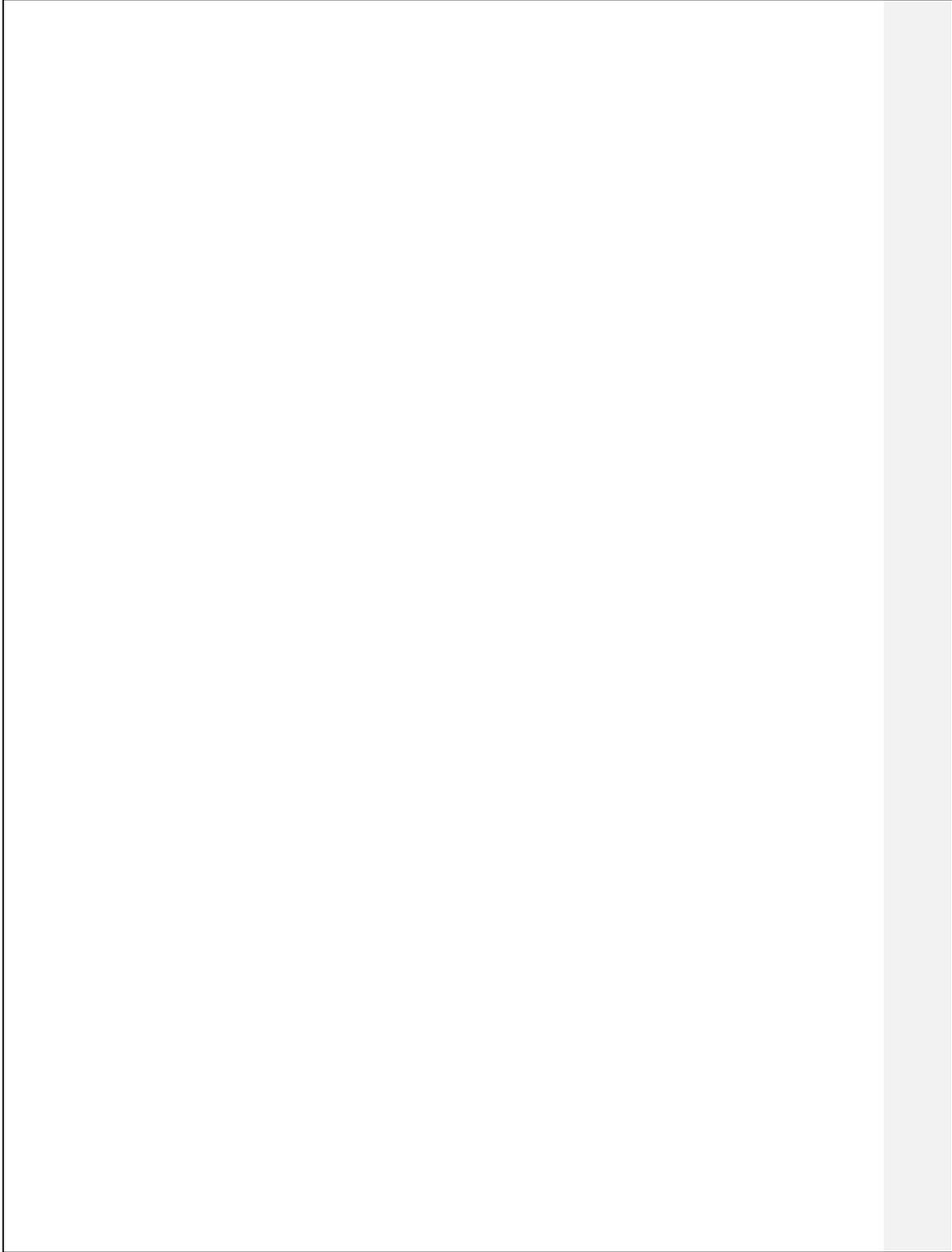
Fundamental skills for all Reception class

Motor skills programme used as intervention across the school – assessment procedures in place.

Skip2Bfit sessions whole school, staff and parents involved

19. What has been the impact of these programmes on the pupils?

Children are perceived to be more motivated (evidenced through discussions with staff) and engaged in PE lessons. They look forward to sessions and enjoy the element of competition. Many of our children are part of Out of School clubs. We have a high proportion of children engaged in a range of clubs that we introduce them to- linking the community.



## 2018-2019 Action Plan

<b>Area of Focus</b> <i>(these are the revised aims of the Sport Premium funding and government/Ofsted priorities)</i>	<b>Key Actions 2018-2019</b> <i>(these are the key actions identified to improve our provision)</i>	<b>Monitoring Responsibility and Timescale</b>	<b>Actual Impact on Pupils</b>	<b>Evidence</b> <i>(sign-posts to the sources of evidence)</i>	<b>£'s</b> <i>(identify funding from Sport Premium)</i>
<p>3.To increase the confidence, knowledge and skills of all staff in teaching PE and sport (working in partnerships)</p>	<p>Continue to use CPD to develop staff –</p> <ul style="list-style-type: none"> <li>* Use of Durham County coach for support</li> <li>* Education Enterprise support</li> <li>* Dance and Gym coach support</li> </ul> <p>Staff to work alongside sports coaches- support and team-teach</p> <p>Audit staff confidences and needs- address developments.</p> <p>Ensure NQT provided with support across the year</p> <p>Box2Bfit staff development session</p>	<p>Ongoing</p> <p>SB to carry out whole school audit of needs</p> <p>SLT to monitor use of sports coaches and staff development</p>	<p>Enhanced quality of delivery</p> <p>Staff feel more confidence in own ability in a range of activities</p>	<p>Monitoring of lessons</p> <p>Discussions with staff</p>	<p>Education Enterprise 1 afternoon per week and afterschool club £5600</p> <p>Durham Coach 1 day per week- breakfast club/lunch club/ afterschool club £5850</p> <p>Dance and Gym coach</p>

	CPD courses for Subject leader and staff as appropriate to need.				1 afternoon per week and afterschool club £1700
5. Increased participation in competitive sport (Participation & success / intra and interschool)	Continue to fund transport to festivals and competitions Range of activities Enhancement of curriculum	Staff attendance at festival  SB to monitor register of pupils attendance	As transport funded, more children able to attend. Increased school-community links Improved behaviour and attendance Sports coaches/ athletes motivate and inspire children	Pupil voice Registers School newsletters	£800
2. PE and sport being used as a tool for whole school improvement (other subjects / inclusive curriculum / SMSC / Behaviour)	To plan Healthy pack lunch project  Sports and health crew to encourage participation  30 minutes activity daily – in class activity- super movers  Purchase of skipping ropes used for short activity sessions – developing skill and stamina	SB and SLT	Pack lunch support/ideas  Participation and enjoyment	Pupil voice School newsletters Monitoring of participation	Cost of skipping ropes £840
5. Increased participation in competitive sport (Participation & success / intra and interschool)	Continue to Increase the amount of intra-schools sports offered to all children – inclusive.  Continue to ensure our gifted and talented children across the	SB	Develop confidence Increase participation Activities for all to take part in.	Pupil voice Newsletters Class diaries Evidence on website	Resources needed for set up of comps  £200

	school are able to access competitive sports.				
1. Engagement of all pupils in regular physical activity; kick-starting healthy active lifestyles (Wellbeing)	Continue to provide a wide range of afterschool clubs for all age groups Lunchtime leadership sessions lead by Y6 Lunchtime club lead by coach aimed at area of need School-club links	SB	Children from all age groups participating regularly Continue to develop and advertise school club links signposting children.  Offering a range of clubs and encouraging children to participate	Registers Children attending from target year groups References to club links evident	New resources needed for leadership – Y6 children to audit need  £250  <i>% of funding allocated for coaches is also aimed at their leading of afterschool/ lunchtime clubs</i>
4. Broader experience of a range of sports and activities offered to all pupils (partners / curriculum PE / extra-curricular provision)	Increase children's stamina and fitness levels  New extra-curricular activities offered afterschool  Leadership Year 6  Look in to Sports for schools – athlete in school – as previously provided in school – positive impact  Box2Bfit sessions whole school	SB	Increased fitness levels and children's stamina noticed by teachers in other PE lessons. Enjoyment for all. Increased participation in after school clubs. Children taking responsibility for leading others – building confidence and independence	Monitoring of lessons. Discussions with pupils	£550  Box2Bfit day £380

