

Pocklington Community Junior School

Sports premium expenditure and impact

Our aim:
ALL pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport.

The funding has been provided to ensure impact against the following Objective and Indicators

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

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

It is important to emphasise that the focus of spending must be sustainable and leave a lasting legacy beyond the funding allocation.

Academic Year:	2016 - 17
Total Funding Allocation:	£9,175
Actual Funding Spent:	£4,777

Indicator 1: The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles			
Objective	Key Actions	Allocated funding	Anticipated outcomes
Finding out which pupils take part in regular physical activity outside of school. Looking specifically for G+T students and PPG students not taking part in any physical activity.	<ul style="list-style-type: none"> • Pupil audit • Finding out pupils sporting interests • Looking for gaps in provision • Implementing physical activity at other times of the day. For example after lunch time/ before school. • To offer pupils different types of sporting activities for example archery. 	£2000	<ul style="list-style-type: none"> • Children self-report a greater interest in sport. • Numbers of pupils attending out of school sports clubs will increase compared to 2015/16. • Extra sporting opportunities available to G&T pupils will be in place. • 100% of PPG pupils involved in school sporting activities e.g. after school or lunchtime clubs. • The number of different activities offered by the school will increase.
Indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement			
Objective	Key Actions	Allocated funding	Anticipated outcomes
To encourage children to believe in themselves and aim high in their sporting pursuits. To engage students with sporting activities to encourage team work and use the school values to promote good sportsmanship. To develop strong sporting leaders and inspire pupils to achieve their own potential.	<ul style="list-style-type: none"> • To offer pupils opportunities to enter local sporting competitions. • To offer pupils different sporting activities for example free running. • To develop lunchtime sporting provision using the 'PocklingTeam' members. • To inspire pupils to push themselves in sport 	£1500	<ul style="list-style-type: none"> • Pupils feel valued and their sporting achievements are celebrated during assembly. The children will receive certificates based on achievements seen throughout the school week during P.E. • To engage a range of pupils in sporting activities by offering a broad range of lunchtime time and extracurricular opportunities. • To develop strong sporting leaders around the school to take leadership roles during clubs and lunchtimes to inspire others to aim high.
Indicator 3: Increased confidence, knowledge and skills of all staff in teaching Physical Education and sport			
Objective	Key Actions	Allocated funding	Anticipated outcomes
<p>To use a staff audit to gain an understanding of staff confidence levels on how they deliver the P.E. curriculum.</p> <p>To offer CPD opportunities for staff in different sporting activities.</p> <p>To let teaching staff observe my P.E. lessons and offer support or team teach lessons on areas they would like to develop.</p> <p>Support staff with setting up equipment and putting equipment away safely during a lesson.</p>	<ul style="list-style-type: none"> • Employment of specialist member of staff to lead PE and deliver 1:1 staff training and development. • Develop the use of equipment during gymnastics lessons • Increase staff confidence in dance and gymnastic lessons • Develop the use of key physical terminology during P.E. lessons • Offer a range of resources and ideas for staff to use as warm ups and cool downs. 	£4000	<ul style="list-style-type: none"> • Pupils engaged and inspired during gymnastics lessons by purchasing crash mats so pupils can perform more complex routines • Staff confidence is increased when using equipment during gymnastics and they offer a broad range of opportunities for children to develop their skills within the lesson • Key physical terminology is displayed and used during the lesson and the pupils are able to use this terminology confidently to offer feedback to other pupils during assessment

	<ul style="list-style-type: none"> • Develop the assessment and monitoring provision at the end of each half term. 		<ul style="list-style-type: none"> • G+T pupils are challenged within the lesson and are given opportunities to lead warm ups, cool downs and group work. • Assessment takes place every half term and is recorded in a tracker in all areas of the P.E. curriculum across the whole school.
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Indicator 4: Broader experience of a range of sports and activities offered to all pupils

Objective	Key Actions	Allocated funding	Anticipated outcomes
<p>To find out what sports/clubs pupils are already accessing.</p> <p>To increase awareness of sports and dance classes being held in the local area.</p> <p>To find out what sporting activities pupils would like to take part in at school.</p>	<ul style="list-style-type: none"> • To use a pupil audit to find out the range of sports the pupils are already accessing. • To develop opportunities for pupils to be involved in a range of sporting activities. • To encourage pupils to try out new sports 	£1500	<ul style="list-style-type: none"> • Increased participation in sport for example introducing a free running club to engage more pupils targeting PPG students who don't do any sports outside of school. • To offer sporting activities like archery and offer CPD opportunities to staff so they can offer a broader range of sporting activities in their lessons.

Indicator 5: Increased participation in competitive sport

Objective	Key Actions	Allocated funding	Anticipated outcomes
<p>To take the pupils to local and national competitions to showcase their talents.</p> <p>To identify the G+T students and make sure they are supported in their sporting achievements</p>	<ul style="list-style-type: none"> • To enter the school sports partnership competitions. • To develop good team players and increase competitive opportunities within P.E. lessons. 	£500	<ul style="list-style-type: none"> • More pupils engaged in competitive sports. A sporting stars display board to celebrate the successes of the pupil's achievements in competitions. • To make sure the PPG students have opportunities to enter competitions when organising trips monitor how many PPG students are involved. • To encourage G+T students to develop their talent during school competitions.

2016 & 2017 objectives - Review

Indicator 1: The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles		
Objective	Key Actions	Anticipated outcomes
<p>Finding out which pupils take part in regular physical activity outside of school. Looking specifically for G+T students and PPG students not taking part in any physical activity.</p>	<ul style="list-style-type: none"> • Pupil audit • Finding out pupils sporting interests • Looking for gaps in provision • Implementing physical activity at other times of the day. For example after lunch time/ before school. <p>To offer pupils different types of sporting activities for example archery.</p>	<ul style="list-style-type: none"> • Children self-report a greater interest in sport. • Numbers of pupils attending out of school sports clubs will increase compared to 2015/16. • Extra sporting opportunities available to G&T pupils will be in place. • 100% of PPG pupils involved in school sporting activities e.g. after school or lunchtime clubs. • The number of different activities offered by the school will increase. <p>Evidence</p> <ol style="list-style-type: none"> 1. Increased confidence of pupils who are disengaged with sport across the school 2. Pupil survey to find out what other sports interested disengaged students to input new sporting activities within school 3. Workshop offered in Archery targeted to students not engaged with competitive sport across year 4 4. Lunchtime club offered in cheerleading for girls interested in this alternative form of sport 5. Selecting Gifted and talented pupils to take part in competitions outside of school including Dance, Triathlon, Tennis and Rugby 6. Lunchtime sport leaders chosen to lead sport clubs
Indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement		
Objective	Key Actions	Anticipated outcomes
<p>To encourage children to believe in themselves and aim high in their sporting pursuits. To engage students with sporting activities to encourage team work and use the school values to promote good sportsmanship. To develop strong sporting leaders and inspire pupils to achieve their own potential.</p>	<ul style="list-style-type: none"> • To offer pupils opportunities to enter local sporting competitions. • To offer pupils different sporting activities for example free running. • To develop lunchtime sporting provision using the 'PocklingTeam' members. • To inspire pupils to push themselves in sport 	<ul style="list-style-type: none"> • Pupils feel valued and their sporting achievements are celebrated during assembly. • The children will receive certificates based on achievements seen throughout the school week during P.E. • To engage a range of pupils in sporting activities by offering a broad range of lunchtime time and extracurricular opportunities. • To develop strong sporting leaders around the school to take leadership roles during clubs and lunchtimes to inspire others to aim high. <p>Evidence</p> <ol style="list-style-type: none"> 1. Pupils are recognised for sporting achievements and successes in sport during assembly and in displays in the Hall 2. Lunch time clubs and opportunities have been increased this year with a range of clubs offered including Dance, Cheerleading, and Gymnastics 3. Lunch time sport leaders have been chosen through written applications. They have successfully run a number of lunchtime clubs including ball games and table tennis.
Indicator 3: Increased confidence, knowledge and skills of all staff in teaching Physical Education and sport		

Objective	Key Actions	Anticipated outcomes
<p>To use a staff audit to gain an understanding of staff confidence levels on how they deliver the P.E. curriculum.</p> <p>To offer CPD opportunities for staff in different sporting activities.</p> <p>To let teaching staff observe my P.E. lessons and offer support or team teach lessons on areas they would like to develop.</p> <p>Support staff with setting up equipment and putting equipment away safely during a lesson.</p>	<ul style="list-style-type: none"> • Employment of specialist member of staff to lead PE and deliver 1:1 staff training and development. • Develop the use of equipment during gymnastics lessons • Increase staff confidence in dance and gymnastic lessons • Develop the use of key physical terminology during P.E. lessons • Offer a range of resources and ideas for staff to use as warm ups and cool downs. • Develop the assessment and monitoring provision at the end of each half term. 	<ul style="list-style-type: none"> • Pupils engaged and inspired during gymnastics lessons by purchasing crash mats so pupils can perform more complex routines • Staff confidence is increased when using equipment during gymnastics and they offer a broad range of opportunities for children to develop their skills within the lesson • Key physical terminology is displayed and used during the lesson and the pupils are able to use this terminology confidently to offer feedback to other pupils during assessment • G+T pupils are challenged within the lesson and are given opportunities to lead warm ups, cool downs and group work. • Assessment takes place every half term and is recorded in a tracker in all areas of the P.E. curriculum across the whole school. <p>Evidence</p> <ol style="list-style-type: none"> 1. Pupils show increased confidence during gymnastics with the new crash mats and are able to perform more complex movements. 2. Staff confidence has increased when using gymnastics equipment and they are able to assemble and use the equipment safely and effectively. More staff are using the equipment during gymnastics lessons. 3. Key terminology is always used during warm ups and cool downs. This has helped the children to have an increased understanding of why we exercise and the benefits of exercise. The staff have developed the use of physical terminology through team teaching and observing. 4. Gifted and talented pupils have been identified in all areas of sport and outside pursuits. They have been given leadership opportunities within the lesson leading warm ups cool downs and group work. 5. Gifted and talented students who are part of a club outside of school are supported and entered into the School Sports partnership award competition during the summer term. 6. Recording of the student's practical work at the end of each half term so they are able to receive a level for their work has been successfully trialled this year with a purchase of an IPAD for P.E.

Indicator 4: Broader experience of a range of sports and activities offered to all pupils

Objective	Key Actions	Anticipated outcomes
<p>To find out what sports/clubs pupils are already accessing.</p> <p>To increase awareness of sports and dance classes being held in the local area.</p>	<ul style="list-style-type: none"> • To use a pupil audit to find out the range of sports the pupils are already accessing. • To develop opportunities for pupils to be involved in a range of sporting activities. 	<ul style="list-style-type: none"> • Increased participation in sport for example introducing a free running club to engage more pupils targeting PPG students who don't do any sports outside of school. • To offer sporting activities like archery and offer CPD opportunities to staff so they can offer a broader range of sporting activities in their lessons. <p>Evidence</p>

To find out what sporting activities pupils would like to take part in at school.	<ul style="list-style-type: none"> • To encourage pupils to try out new sports 	<ol style="list-style-type: none"> 1. Introducing new schemes of work to increase confidence and inspire disengaged pupils with sport. 2. Implemented a new free running scheme of work using all of the available gymnastics equipment and crash mats to include more complex physical activity. 3. An archery workshop took place for pupils across year 4 and a CPD workshop to encourage staff to offer an alternative form of sport during P.E.
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Indicator 5: Increased participation in competitive sport

Objective	Key Actions	Anticipated outcomes
<p>To take the pupils to local and national competitions to showcase their talents.</p> <p>To identify the G+T students and make sure they are supported in their sporting achievements</p>	<ul style="list-style-type: none"> • To enter the school sports partnership competitions. • To develop good team players and increase competitive opportunities within P.E. lessons. 	<ul style="list-style-type: none"> • More pupils engaged in competitive sports. A sporting stars display board to celebrate the successes of the pupil's achievements in competitions. • To make sure the PPG students have opportunities to enter competitions when organising trips monitor how many PPG students are involved. • To encourage G+T students to develop their talent during school competitions. <p>Evidence</p> <ol style="list-style-type: none"> 1. Students have had more opportunities to access competitive sporting competitions this year. We have attended Dance, Tennis, Running, Triathlon and athletics events. 2. There has been an increase in PPG students involved in sporting competitions this year building on confidence levels during class time and making sure we can offer a range of opportunities to PPG students. 3. G+T students have had lots of opportunities to perform or enter competitions that they excel in outside of school.

PE and Sport Premium Funding 2015-2016

Evaluation of sports provision as at September 2015

- ✓ Provision is generally provided in-house but in collaboration with a number of groups which provide expert advice and support including First Steps, Hull City Football Club and South Hunsley Sports Partnership. Opportunities for staff development have been orchestrated through both off-site training and through shadowing on site. There is little evidence at present that this has had a significant impact on the quality of provision in school as baselines were not taken.
- ✓ Swimming is provided through Francis Scaife Leisure Centre, Pocklington, through an SLA with East Riding of Yorkshire Council. This is not funded through the sports funding as it is a core pillar in our curriculum. However, further opportunities could be made of the quality of swimming in the school by extending pupils into competitive situations.
- ✓ We currently have three after-school sports clubs available for pupils. These are run by Hull City, who run one of the clubs, and First Steps, who run another two clubs. These cost £1245 in total, with a high rate of enjoyment identified through exit questionnaires with the pupils and through pupil conferencing. However, as PE has historically not been assessed and formally 'levelled', there is no evidence available which quantifies the impact from taking part in these clubs.
- ✓ Inter-school competitions are run throughout the year by the South Hunsley Sports Partnership. Pocklington Junior School takes an active involvement in these, however the geography of the East Riding means that there is significant travel involved in these events. Membership of the partnership costs £1250 per year, but further costs are incurred through travel.
- ✓ The school currently has effective resourcing at the main school site. Our provision is, however, split over two sites, with the majority of PE activities taking place off-site at Maxwell Road. Staff and pupils are happy with this and are used to moving between sites, however resources must be carried between the two before use. A considerable investment needs to be made in providing a secure, lockable facility at the second site which can house resources specifically for use on the larger field. It would also be useful to be provide a shelter on the other site so that staff can 'wait out' rainshowers, rather than simply not attempting outdoor provision and moving indoors.

Summary;

The school has previously been investing in sporting provision, however there has been little consideration to how the impact of the provision will be assessed. This means that the impact cannot be quantified and therefore areas of significant improvement, and conversely little improvement, cannot be identified effectively. There has also been a significant underspend during 2014/15, meaning that the amount of progress will be guaranteed not to be the maximum possible.

We have recently taken on a new leader for sport who will spearhead the gap analysis and drive both the sports premium allocation as well as leading on the curriculum development within school. This is therefore a perfect opportunity to build a long term plan of school improvement, in line with the school development plan, which is easily measurable, transparent and is shared with all stakeholders.

Gap analysis

Planned analysis will take place in the Autumn term of the 2015/16 academic year. There are a number of committed expenditures already in place for the sports premium which will be baselined and evaluated in line with the new expectations across school. Planned gap analysis will be in the form of;

- Parent questionnaires – these will identify parental opinion as to the current sports provision as well as identifying any current skills and community links they already have. We will also seek to identify any extra-curriculum activities (sporting and otherwise) which pupil already take part in which can then be used to target activities as particular pupils.
- Pupil conferencing – this will identify pupil’s opinion of both the general provision and style of provision already in school. We will also seek to identify ‘dream’ sports children would like to participate in where we could buy in specialist provision.
- Staff perceived self-competence questionnaires - this will structure our CPD model.
- Governor views.
- Consultation with partners within the cluster and within the sports partnership.
- Assess the intake of pupils into year 3 to identify learning needs as well as a robust analysis across all year groups.

The Sport Premium is used in school to provide opportunities and chances for pupils to improve their lives through provision in Physical Education, School Sport and Healthy Active Lifestyles.

Since September 2015 the following has been achieved:

1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
 - Tiger’s Trust after school football training.
 - Multiple opportunities to engage in extra-curricular sporting activities
 - Lunchtime play worker specifically setting up formal games and sports for children to engage in
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
 - Investment into the Sports days, making sure that it becomes a truly ‘whole school’ event, building into the development of our whole school values and ethos.
 - Investment in alteration to perimeter fence at main site, making the Maxwell Road field more accessible to taught sessions through the school day
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
 - Access to training through the school sports partnership for sports leader and targeted staff members.
 - Sports leader attending specific sports leader training aimed at making best use of the sports premium.
 - Tigers trust football coaching weekly, with staff observing and working alongside the coaches for professional development.
4. broader experience of a range of sports and activities offered to all pupils
 - Additional lunchtime play worker employed to provide specific structured games during lunch breaks to ensure all pupils have access to games during non-teaching time

- Training provided by another primary school sports leader and children from that school to develop lunchtime 'Play Leaders' group to manage games at lunch and break times.
 - Lunchtime club provided by external group for Cheerleading and dance
5. increased participation in competitive sport
- Join the School sports partnership to ensure access to a wide range of sporting activities across the whole school
 - Access a range of competitive competitions in areas which the school has not previously been able to compete

Sport's Premium Amount 2015 - 2016		
Total received:		
Activity	Amount spent	Impact
PE Curriculum expenditure	£	
Cottingham High School - Sports Partnership 2015/16 (Membership fee East Riding Sport Partnership)	£1,500	Created opportunities for children to take part in a range of inter-school (level 2) sporting activities. For some, it was the first time they had ever had the opportunity to participate in sport at this level. <ul style="list-style-type: none"> • Street Dance • Gym Club • Orienteering • 3-in-a-bucket • Football • Benchball • Cheerleading
Difference rate of pay between SCP9 and SCP 11 for playworker from 01.09.15 to 31.10.15	£42	All pupils have access
Half day Dan attending sports course Sept 15 (JC to cover)	£121	Allowed for PE subject leader to be given full briefing of dates relating to sports competitions for children in the school to take part in. <ul style="list-style-type: none"> • 30 x Year 5 & 6 children participated in after school football club including 2 pupil premium.
Mileage for Dan attending sports course (approx)	£22	Reimbursement.
Tigers Trust, Hull Football - Sports Coach (Autumn Term 15)	£940	Increased opportunity for children to develop skills involved with invasion games. This was done by qualified coaches with a high level of subject knowledge. The children were taught how to apply the skills of invasion games to any applicable sport (e.g. football, rugby, cricket). Staff were able to shadow the sports coaches and develop their own knowledge and understanding of how to teach the skills of invasion games effectively.
Tigers Trust, Hull Football - Sports Coach (Spring Term 15)	£940	Increased opportunity for children to develop skills involved with invasion games. This was done by qualified coaches with a high level of subject knowledge. The children were taught how to apply the skills of invasion games to any applicable sport (e.g. football, rugby, cricket). Staff were able to shadow the sports coaches and develop their own knowledge and understanding of how to teach the skills of invasion games effectively.

Tigers Trust After School - Football Club (Autumn Term 15)	£370	Increased opportunity for children to participate in after-school football coaching at a high level. <ul style="list-style-type: none"> • 26x Year 3 & 4 children participated including 3 pupil premium.
Tigers Trust After School - Football Club (Spring Term 15)	£370	Increased opportunity for children to participate in after-school football coaching at a high level. <ul style="list-style-type: none"> • 16 x Year 3 & 4 children participated including 3 pupil premium.
First Steps After School - Dance Club (Autumn Term 15)	£165	Increased opportunity for children, who are interested in dance, to participate in an after-school club and developed their skills under the guidance of a qualified instructor. <ul style="list-style-type: none"> • 30 x Year 3, 4, 5 & 6 children participated in Street Dance including 9 pupil premium.
First Steps After School - Tues/Weds Lunchtime Clubs (Spring Term 15)	£165	Increased opportunity for children to take part in sporting activities under the guidance of a qualified coach. <ul style="list-style-type: none"> • 21 x Year 3 & 4 children participated in Gym Club including 6 pupil premium. • 35 x Year 5 & 6 children participated in cheerleading including 7 pupil premium.
New Midday Supervisory Assistant (from 02.11.15-31.03.16)	£1,188	
Sports Directory UK - Mitre Footballs (Oct 15)	£114	Allowed for every child to have use of their own football during PE lessons and during after-school football club. More opportunity to develop basic ball skills compared to sharing a football one between two.
Dan Morrison attending course, Vicky O'Doherty to cover all day (5 Nov)	£224	
South Hunsley School - Football Membership for year	£50	Necessary membership to participate in football-related sporting events.
Lancashire KS2 PE Scheme of Work - PE Course (all day) - Dan Morrison and Aly Phillips attending on 13/01/16	£330	Scheme provided a bank of resources and an easy-to-follow sequence of lessons for all year groups and covering all aspects of PE curriculum. Put on school server for all staff to access. Conversation with Aly Phillips led to understanding that, as a result of the course, her confidence and PE subject knowledge had increased. N.B. Due to un-foreseen circumstances, the planned CPD relating to the implementation of the scheme of work did not take place.
Supply x half day re: D.M. attending above course (pm = PPA time)	£109	Allowed for the release of member of staff to attend course.
Supply x one day re: A.P. attending above course	£206	Allowed for the release of member of staff to attend course.
Mileage to attend Sports course, Chorley, on 13/1/16	£112	Reimbursement.
Play Leader Training, by Malton C P School on 07/10/15	£101	Development of individuals in leading sports activities in school. Opportunities for children to participate in guided sports activities during lunch time.
Mileage to attend Sports course, Malton, on 10/02/16	£19	Reimbursement.
First Steps After School - Lunchtime Club (Summer Term 16)	£210	Increased opportunity for children to take part in sporting activities under the guidance of a qualified coach. <ul style="list-style-type: none"> • 20 x Year 3 & 4 children participated in Street Dance including 6 pupil premium.
S & S Fabrication & Fencing Invoice: Gate to sports field	£280	Reduces time taken to walk to Maxwell Road, consequently increasing the length of a PE lesson.

Tigers Trust, Hull Football - Sports Coach (Summer Term 16): Curricular activities	£940	Increased opportunity for children to take part in sporting activities under the guidance of a qualified coach.
Tigers Trust, Hull Football - Sports Coach (Summer Term 16): After school club	£370	Increased opportunity for children to take part in sporting activities under the guidance of a qualified coach. <ul style="list-style-type: none"> • 23 x Year 3 & 4 children participated including 5 pupil premium.
Supply for half a day at M6 for DM attending sports tournament on 10/05/16	£106	Opportunity for children to participate in an inter-sports competition. <ul style="list-style-type: none"> • 10 x Year 3 & 4 children participated in a 3-in-a-bucket competition (0 PP)
Supply for half a day at M6 for DM attending a cricket competition on 17/05/16	£106	Opportunity for children to participate in an inter-sports competition. <ul style="list-style-type: none"> • 10 x Year 5 & 6 children participated in a cricket competition including 1 pupil premium.
Sports Equipment, order from Davies Sports	£1,078	Allowed for each child to have access to necessary resources during PE lessons, as opposed to sharing. Additional ordering of equipment was done with view of storing equipment in unit at Maxwell Road – this would take away the requirement of having to transport any necessary equipment to and from the site for each PE lesson. Future impact: next sports day will now allow planning for children to compete in a wider range of sporting activities (e.g. javelin, shot put)
Sports Equipment, Premium Tagtiv8 - Word & Number Kits, plus postage	£570	Not yet implemented across the school. Number kit to be used as a tool for linking PE to mathematics to support children's understanding of number, place value and calculation. Word kit to be used to link PE and spelling.