



## Linton Primary School

### Sport Premium Information 2017-18

The Primary PE and Sport Premium is awarded to every school with primary aged pupils and must be used to fund additional and sustainable improvements to the provision of PE and sport, to encourage the development of healthy, active lifestyles. Schools should publish the amount of premium received; a full breakdown of how it has been spent (or will be spent); what impact the school has seen on pupils' PE and sport participation and attainment and how the improvements will be sustainable in the future. Schools should also consider how their use of the premium is giving pupils the opportunity to develop a healthy, active lifestyle.

In 2017 – 2018 we will receive £12,825 of funding. Below is a summary of how we will use it to benefit our pupils.

There are 5 key areas for the premium to be spent on:

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

### Sports Premium Expenditure and Impact in 2017-2018

<b>Expenditure</b>	<b>Amount</b>
Joining the Ashington and Coquet School Sport Partnership including Primary membership of Youth Sport Trust	£500.00
Transport to competitions and festivals	£408.00
Purchasing playground PE equipment	£2000.00
Employment of a PE and Sports apprentice	£6753.00
To provide KS1 Swimming Lessons	£2074.84
Contribution towards playground climbing frame	£1089.15 (full cost £9545.00)
<b>TOTAL</b>	<b>£12,825</b>

Meeting national curriculum requirements for swimming and water safety

PE and Sport Premium Key Outcome Indicator	School Focus	Actions to achieve	Planned Impact	The Impact on Pupils (Examples of the type of impact data you could include) (to be reviewed July 2018)	Sustainability / Next Steps (to be reviewed July 2018)
The engagement of all pupils in regular physical activity – kick starting healthy active lifestyles	To provide the opportunity for 30 minutes of physical activity in school time for each pupil through Daily Mile and daily Wake and Shake session	Audit current activity levels All staff involved in session to identify additional opportunities for activity Provide activity opportunities within and beyond curriculum Re-audit activity levels at the end of the year	More children accessing 30 active minutes within the school day (in lessons and at break, lunchtimes and after school)	<ul style="list-style-type: none"> <li>• 100% of pupils completed 30 active minutes within the school day.</li> <li>• 100% of pupils participating in the Daily Mile from January 2018 compared to 0% at the beginning of the school year.</li> <li>• 100% of pupils participating in whole school 'Go Noodle' session from Sept 2017.</li> <li>• All pupils accessing organised activities facilitated by the sports apprentice during morning play and/or lunch time play including the use of the climbing frame from January.</li> <li>• All Key Stage 2 pupils taking part in Super Movers active maths at the start of each session.</li> </ul>	To continue the provision to continue success.  To endeavour to engage families in further active minutes out of school time.
	To provide access to a range of non-competitive festivals	Attend School Sport Partnership festivals: Year 1 – Hula Hooping Year 2 – Gymnastics Year 3 – Tag Rugby Year 4 – Orienteering Year 5 – Skipping	All children will have a positive experience of taking part in a sports festival and will be able to explain the benefits of being physically active. Children have opportunity to work in larger groups with those from other schools.	<ul style="list-style-type: none"> <li>• Year 6 pupils expressed enjoyment in collaborating with pupils from other settings.</li> <li>• Comments were made by Year4 pupils on the success of their teamwork skills during orienteering activities.</li> <li>• Year 1 and 2 children demonstrated perseverance and resilience when participating in the hula hoop festival.</li> <li>• Children worked cooperatively during all festivals attended.</li> <li>• 100% of children participated in at</li> </ul>	Continue to access interschool activities through partnership.

				<p>least one festival throughout the school year.</p> <ul style="list-style-type: none"> <li>• 100% of SEND pupils were able to participate inclusively.</li> </ul>	
	To provide coaching by engaging local sports clubs / coaches	Sports clubs coming into school to deliver assemblies / taster sessions / extra-curricular clubs. Sport coach employed to deliver additional extra-curricular sports clubs	More children will attend community sports clubs outside of school.	<ul style="list-style-type: none"> <li>• Children's University has encouraged more children to be active out of school to gain hours towards graduation.</li> <li>• Approximately one third of pupils accessed outdoor activity days organised by Children's University.</li> <li>• 6 out of 19 pupils accessed swimming with families out of school.</li> <li>• 1 pupil attended karate lessons.</li> <li>• 3 pupils attended a local boxing club twice per week.</li> <li>• 1 pupil attended gymnastics sessions.</li> </ul>	<p>Strengthen existing links with 'Leading Link' and Children's University to provide further opportunities.</p> <p>Investigate new links and partnerships with other providers.</p> <p>Support more children to transition from school to community sports teams and clubs.</p>
	To increase extra-curricular sport provision	To provide extra activities at lunch time and break time delivered by Play Leaders and Sports Apprentice.	More children will seek to attend extra-curricular sports clubs on our school site.	<ul style="list-style-type: none"> <li>• 100% of children accessed organised activity sessions lead by the sports apprentice.</li> <li>• Approximately 66% of pupils accessed outdoor gardening club during lunchtimes and after school.</li> </ul>	
	To support the running of Change For Life Activities through Cookery Club	Identify children who would benefit from Change for Life activities. Club to run in Summer term.	Increased activity levels in our least active children.	<ul style="list-style-type: none"> <li>• Change4Life activities and information accessed by approximately 66% of pupils compared to 42% in the previous year.</li> </ul>	
The profile of PE and sport being raised across the school as a tool for whole school improvement	To develop leadership skills in our pupils.	Play Leaders appointed and lead activities on a rota basis. Play Leader training to be provided by PE Apprentice Play Leaders to canvas student voice and plan activities	Play Leaders to be involved with planning and delivering playground games across school year.	<ul style="list-style-type: none"> <li>• 100% of Key Stage 2 pupils included in play leaders weekly rota.</li> <li>• Children expressed enjoyment of holding responsibility. "I like helping Mr Macmillan set out the yard and help the younger children with skipping." Y4 child "I feel more confident about leading games when I am wearing my play</li> </ul>	<p>To continue and develop play leaders' role.</p> <p>Consider recruiting another sports apprentice to be a positive role model to the children.</p>

				leader ID.” Y3 child	
	To provide focussed physical intervention programmes	Identify children who have less developed motor skills Deliver individual programmes for these pupils	Physical intervention programme supporting children who require additional support with physical skills. Improved physical skills in these children.	<ul style="list-style-type: none"> <li>• Both children in Class 1 requiring intervention for fine motor skills accessed targeted activities set up on a daily basis.</li> <li>• Pupil in Class 2 requiring intervention to improve strength and fine motor skills accessed structured Theraputty programme daily.</li> <li>• 100% demonstrated progress in improved handwriting and pencil control by the end of the year.</li> </ul>	
	To use PE to consolidate / support learning in other curriculum areas.	One member of staff to attend 'PE and maths' CPD and feed back to staff at staff meeting.	Children's activity levels increased in numeracy lessons.	<ul style="list-style-type: none"> <li>• An increase in active tasks included in teacher's planning as seen by Head teacher in planning scrutinies.</li> <li>• Addition of Super Movers in Key Stage 2 maths has increased participation at the start of lessons and better prepared pupils for the task ahead by improving response times.</li> <li>• Activities in EYFS are planned for indoors/outdoors on an equal balance.</li> </ul>	Continue to promote physical activity as part of schools' 'wellness' drive.
Increased confidence, knowledge and skills of all staff teaching PE and sport	To improve the confidence of staff in using core tasks to deliver the primary PE National Curriculum.	PE session to be included in staff meeting (supported by School Sport Partnership)	Teachers are more confident when using core tasks in their PE planning	<ul style="list-style-type: none"> <li>• 100% of pupils access a broad, balanced curriculum which is focussed on developing physical literacy and emotional well-being.</li> </ul>	Continue high profile of physical activity in staff CPD to boost knowledge, confidence and benefits to other areas of learning.
	To develop staff confidence and subject knowledge through provision of CPD	One member of staff to attend KS2 moderation. Feedback to be provided to all staff in staff meeting.	Teachers are more confident in assessing progress in PE	<ul style="list-style-type: none"> <li>• 82% of pupils working at age related expectations for PE compared to 64% the previous year.</li> <li>• 100% of staff involved in the planning of PE say they are more confident.</li> </ul>	Benefits of CPD to continue impacting on future cohorts.
	To support class teachers with planning and delivering high quality lessons and schemes of work.	Specialist PE teacher to team teach with PE lead	Staff more confident to deliver a range of sports. Children make good progress in PE.	<ul style="list-style-type: none"> <li>• Collaborative working between the PE lead and specialist from Ashington Academy has resulted in increased</li> </ul>	

				<p>confidence and capability in planning and delivering inclusive provision for all children across school.</p> <ul style="list-style-type: none"> <li>• Pupils expressed enjoyment in the variety of PE experiences on offer. "Practising all the different skills was fun and helped me to get better for sports day." Y5 child</li> <li>"I never knew dancing could be such hard work. I loved learning about the different types of dances from around the world. I am much better at balancing and making up my own dances." Y2 child</li> </ul>	
Broader experience of a range of sports and activities offered to all pupils	To provide safe, varied and innovative equipment to support all children's learning in a wide range of activities.	Audit current equipment All staff involved in selecting additional equipment to purchase	Children engaged in learning in PE as a result of new and varied equipment	<ul style="list-style-type: none"> <li>• Children have renewed enthusiasm for participating in organised and free-choice playtime activities. "I love the new elastics and skipping ropes, they're really bright colours and it makes me want to use them." Y1 child</li> <li>• "The tennis rackets are easier to use because they have shorter handles and aren't as heavy. I can hit the ball much easier now, it was hard before." Y2 child</li> </ul>	Older children to be used as role models for future play leaders to ensure continuity.
	To deploy Sports Apprentice to run a range of lunchtime activities for other children (supported by school staff)	Deliver playground leaders' training Establish a rota Support leaders in their role by regular observations and meetings	Children more active at lunchtimes due to increased opportunities	<ul style="list-style-type: none"> <li>• The majority of children are engaged in activities set up by the Sports Apprentice and play leaders each break and / or lunchtime.</li> <li>• More children are wanting to access each activity than the designated safe number, therefore a carousel system has been employed to ensure all children get the opportunity to have a go at each activity station.</li> </ul>	
	To develop and extend OAA / Forest School provision	Staff training to upskill current staff	More children accessing Forest School each week.	<ul style="list-style-type: none"> <li>• 1 member of support staff has now</li> </ul>	

		Purchase of equipment		<p>completed the Forest School Leader Training and is delivering sessions to children in the early years and KS1 each week.</p> <ul style="list-style-type: none"> <li>Plans are in place for Forest School sessions to be available to children across school next academic year.</li> </ul>	
	To run a 'GO Ride' programme to support the development of basic cycling skills and family engagement	<p>Target individual children in EYFS / KS1 to complete skills challenges</p> <p>Organise parent / children sessions</p> <p>Collect feedback from parents / carers</p>	Children are competent in a range of skills used when riding a bike.	<ul style="list-style-type: none"> <li>Still to take place.</li> </ul>	Source an alternative provider to relieve workload on school staff
Increased participation in competitive sport	To develop intra-school competition	One intra-school competition to be held each term	More children taking part in intra-school competitions.	<ul style="list-style-type: none"> <li>Due to small numbers in each cohort only in-house competition has taken place this year.</li> <li>All children took part in self-improvement activities at Gateshead Sports College to improve athletic times in a range of events from track to long jump.</li> </ul>	Further investigate ways our children could be included in competition where a school team is not possible due to small numbers.
	To enable pupils to compete against other schools	Attend School Sport Partnership and School Games competitions Record which children are participating so each pupil has the opportunity to compete.	More children taking part in inter-school competitions.	<ul style="list-style-type: none"> <li>Due to small numbers in each cohort only in-house competition has taken place this year.</li> <li>All children took part in self-improvement activities at Gateshead Sports College to improve athletic times in a range of events from track to long jump.</li> </ul>	Further investigate ways our children could be included in competition where a school team is not possible due to small numbers.