



The BAWB Federation
Bainbridge, Askrigg, and West Burton Primary Schools
Mid-Dale Excellence in Education
Executive Headteacher: Miss Charlotte L. Harper

BAWB 2017_18 Sport Premium Report and Action Plan

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Pupil Premium Overview & Funding

Overview

The government has provided additional funding of £150 million per annum for academic years 2013/14, 2014/15, 2015/16 and 2016/17 to improve provision of physical education (PE) and sport in primary schools. This funding - provided jointly by the Department for Education, Health and Culture, Media and Sport – has been allocated to primary schools. In October 2017 the Government confirmed that they would be doubling the amount allocated to each school, which will be allocated for the financial year 17/18.

Most schools with primary-age pupils receive the PE and sport premium in the academic year 2017 to 2018, including:

- schools maintained by the local authority
- academies and free schools
- special schools (for children with special educational needs or disabilities)
- non-maintained special schools (schools for children with special educational needs that the Secretary of State for Education has approved under section 342 of the Education Act 1996)
- city technology colleges (CTCs)
- pupil referral units (PRUs provide education for children who can't go to a mainstream school)
- general hospitals

The following types of school don't receive this funding:

- nursery schools
- studio schools
- university technical colleges (UTCs)
- independent schools (except for non-maintained special schools, which do receive the funding)

Funding for the PE and sport premium

Schools receive PE and sport premium funding based on the number of pupils in years 1 to 6. In cases where schools don't follow year groups (for example, in some special schools), pupils aged 5 to 10 attract the funding. In most cases, we determine how many pupils in your school attract the funding using data from the January 2017 school census. If you are a new school or a school teaching eligible pupils for the first time in the academic year 2017 to 2018, we will base your funding on data from the autumn 2017 school census.

Funding for 2017 to 2018

Schools with 16 or fewer eligible pupils receive £1,000 per pupil. Schools with 17 or more eligible pupils receive £16,000 and an additional payment of £10 per pupil. We will publish the school level breakdown of funding for the academic year 2017 to 2018, including conditions of grant, in October 2017.

How to use the PE and sport premium

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer.

This means that you should use the premium to:

- develop or add to the PE and sport activities that your school already offers
- make improvements now that will benefit pupils joining the school in future years

For example, you can use your funding to:

- hire qualified sports coaches to work with teachers
- provide existing staff with training or resources to help them teach PE and sport more effectively
- introduce new sports or activities and encourage more pupils to take up sport
- support and involve the least active children by running or extending school sports clubs, holiday clubs and [Change4Life](#) clubs



- run sport competitions
- increase pupils' participation in the [School Games](#)
- run sports activities with other schools

Accountability

From September 2013, schools are held to account over how they spend their additional, ring-fenced funding. Ofsted will strengthen the coverage of PE and sport within the 'Inspectors' handbook' and supporting guidance so that both schools and inspectors know how sport and PE will be assessed in future as part of the school's overall provision.

One year on, Ofsted will carry out a survey reporting on the first year's expenditure of additional funding and its impact.

Schools will also be required to include details of their provision of PE and sport on their website, alongside details of their broader curriculum, so that parents can compare sports provision between schools, both within and beyond the school day.

At The BAWB Federation

We believe that this additional funding provides us with a brilliant opportunity to improve our provision for PE and sport.

We already provide many opportunities for participation in sport and PE within the curriculum, through clubs and in the many competitions we enter in the local and wider areas. We encourage wide and inclusive participation and we dedicate time to developing our competition calendar and provide a range of sports such as cycling and yoga alongside more traditional sports; there are options for everyone.

We aim for wide participation in sport and opportunities for children to try a wide range of different sports for enjoyment as well as to experience involvement in competitive sport.



Funding

	Funding per pupil in each group		
	16 / 17 Allocation		17 / 18 Allocation
	Total Income		Lump sum Funding
Sport Premium Grant	Bainbridge	£8085	£11292
	Askrigg	£8130	£16301
	West Burton	£8135	£9693
	Cumulative Carry Forward	£1838	£9091
	BAWB Total	£26,188	£46,377



Progress so far with PE and sport – 2016/17

Suggested Spending	What we did in 2016_17	Approx. Total Spent	Impact and Evaluation
1. Hiring specialist PE teachers or qualified sports coaches to work with primary teachers when teaching PE	<ul style="list-style-type: none"> • Providing a dedicated PE teacher who also leads PE, including assessment (JAE) • Specialist PE provision (CB – all sports) • Forest Schools provision – all three schools • Bikeability sessions for all Y5/6 children 	13610	<ul style="list-style-type: none"> • Skills developed in the following areas of PE: invasion games, multi-skills, dance, net & wall games, yoga • TAs and teachers actively involved in the delivery of PE with dedicated small-group responsibility during PE lessons • Expert PE providers contributing to teacher assessments in PE with specialist knowledge; professional dialogue with teachers to secure assessment • TAs contributing to teacher assessments in PE • Establishment of sustainability through the development of in-house-specialists • Very few pupils miss PE other than for medical reasons • Very few issues with PE kit • Pupils, including those with SEND, participate willingly in curricular and extra-curricular PE • Very positive parental feedback • Progress being made by children in single lessons and through the duration of a scheme of work • Teacher and pupil self-assessments demonstrate children are progressing well in a wider range of PE and sport • Skills and knowledge are transferring across different disciplines • All pupils, including those with additional needs, are able to access the curriculum and enjoy taking part in PE and sport • Approx. 2 hours PE provision per week
2. Running sport competitions, or increasing pupils' participation in the School Games	<ul style="list-style-type: none"> • Hosting and organising sports events (via cluster) • Children professionally coached at competitive events (as well as leading up to them) • Cluster sports participation (transport) 	3491	<ul style="list-style-type: none"> • 100% competitive cluster events attended • Effective teams established with greater numbers • Developing competitive engagement and success as a federation • Our federation has led the development of competitive collaborative sports within our cluster (shaping the direction of competitive sport)
3. Buying quality assured professional development modules or materials for PE and sport	<ul style="list-style-type: none"> • Purchasing of PE equipment to replenish stock after an audit • Purchasing of outdoor resources to improve EYFS outdoor PE provision 		<ul style="list-style-type: none"> • Team-work and team spirit is developed as children feel that they are part of one collaborative team • Developing competitive engagement and success as a collaboration • Development of physical development in EYFS, in consultation with the Early Excellence team
4. Providing places for pupils on after school sports clubs and holiday clubs	<ul style="list-style-type: none"> • After-school sports' clubs (including general sports, cycling, yoga) • Lunch time sports' clubs 	Included in section 1	<ul style="list-style-type: none"> • Children coached in specific areas / skill sets to prepare for approaching cluster competitions; PE medium-term plan linked to competitive events. • Joining the children of all schools has meant that provision is better differentiated and that team skills have been developed to a better standard
5. Pooling the additional	<ul style="list-style-type: none"> • Pooled resources within federation 		<ul style="list-style-type: none"> • Developing competitive success as a collaboration



funding with that of other local schools	<ul style="list-style-type: none"> • Joint teams entered in cluster-events 	<ul style="list-style-type: none"> • Children accessing quality PE provision with a greater number of children of a similar age, enabling more competition and differentiated skills development.
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Summary Statement 2016 2017

Values of fair play and sportsmanship have been embedded into the sport and PE that the children experience at The BAWB Federation and this links very closely to the school’s Christian values and the school’s RESPECT code.

We promote wide participation, healthy competition and the opportunity for children to experience different sports. Participation culminates in ‘sports day’ which is held towards the end of the year and at which we celebrate with children, staff, parents and the wider community, sporting progress, achievement and children’s enjoyment of physical education at our school.

We believe that offering the opportunity to compete in a wide range of sports at level 1 and providing access to sports at level 2 has really helped to encourage children to want to participate.

Wider training of staff in PE lessons has included assessment using observational software.

The sport premium is essential to help us to maintain and make further improvements in PE and sport so that we can provide the best possible experiences for the children, for now and for the future so that they grow up healthily, with a positive attitude to their own well-being and a willingness to engage in sport throughout their lives.



Sport Premium Strategy 2017 2018

Sport Premium Reviews & Update Schedule

<i>Date:</i>	<i>By Whom</i>	<i>Purpose</i>
October 17	Headteacher Business Manager PE subject leader	<i>Review accuracy and effectiveness of 2016 17 spend and action plan for 2017 2018.</i>
November 17	Headteacher PE subject leader	<i>Finalised action plan and intended outcomes for the academic year to governor. Discuss progress already made</i>
March 18	Headteacher PE subject leader Business Manager	<i>Review effectiveness of actions relative to intended outcomes. Analyse performance data.</i>
July 18	Headteacher PE subject leader Business Manager	<i>Review effectiveness of 2017 18 spend relative to intended outcomes</i>

Compliance with Statutory Requirements

<i>Action</i>	<i>By Whom</i>	<i>In place</i>
Publish a strategy for the school's use of the sport premium	<i>HT</i>	✓
Publish school's sport premium grant allocation amount	<i>HT and KA</i>	✓
Identify summary of the main barriers to educational achievement faced by eligible pupils at the school (see PPG action plan)	<i>HT</i>	✓
Action Plan use of Sport Premium	<i>HT</i>	✓
Impact measures / success criteria in place	<i>HT</i>	✓
Review of the school's sport premium strategy	<i>HT and JAE</i>	✓
Show how you spent the sport premium allocation and the impact of the expenditure.	<i>HT, JAE and KA</i>	✓
Sport premium funding allocated for each financial year	<i>HT and KA</i>	✓



Key indicator:	Overarching actions:	Allocated Spend	% of Total
1. The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles	Curriculum provision Clubs Lunch and break-time sport	12823	45%
2. The profile of PE and sport being raised across the school as a tool for whole school improvement	Pupil voice Display and presentations Sport Champions (CB)		
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport	Specialist PE Teacher Curriculum planning Staff training Assessment system		
4. Broader experience of a range of sports and activities offered to all pupils	Clubs Community sport Lunch and break-time sport Resourcing Contribution to residential (outdoor pursuits)	6945	24%
5. Increased participation in competitive sport	Inter-school, level 1 and 2 Swimming gala Competition entries for A,B and C teams	8939	31%
Total budgeted spend:		28,707	
Total Allocation:		46,377	



Action Planning 2017 18

Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Giving pupils the opportunity to lead a healthy active lifestyle who enjoy participating in activity (developing physical, social, emotional and mental health).</p> <p>Ensure children have an appropriate curriculum experience and the opportunity to engage in enjoyable PE and sporting activities.</p>	<p><u>Curriculum provision</u></p> <ul style="list-style-type: none"> Well-organised and broad curriculum Specialist yoga provision <p><u>Clubs (in and out of school)</u></p> <ul style="list-style-type: none"> Continue to provide a range of fully-funded after-school sports. Proactive signposting children to community sports. <p><u>Lunch and break-time sport</u></p> <ul style="list-style-type: none"> Upskill staff and MSA's for lunchtime activity (playground leaders and supported play). 	<p>£ 12823 45%</p> <p>(combined with key indicator 2 and 3)</p>	<p>Long Term curriculum plan demonstrates breadth and balance.</p> <p>Data collection at beginning and end of year for children taking part in sport outside of school.</p> <p>Staff feedback from training.</p> <p>Children's feedback on improved provision and engagement.</p>	<p>PE specialist has upskilled staff.</p> <p>Curriculum in place.</p> <p>Signposting culture embedded in school's communication with parents and children.</p> <p>Staff training can be delivered by those having been trained by PE specialist.</p>



Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement.

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>PE and sport being seen as an important subject in the school environment with children recognising the intrinsic value of being active.</p> <p>Children contributing to their own well-being, demonstrating teamwork and good sporting values.</p>	<p><u>Pupil voice</u></p> <ul style="list-style-type: none"> Sports feedback via council <p><u>Display and presentations</u></p> <ul style="list-style-type: none"> Presentations in weekly assembly PE display board <p><u>Sport Champion (CB)</u></p> <ul style="list-style-type: none"> Profile of PE raised Proactive profile development 	<p>£ 12823</p> <p>45%</p> <p>(combined with key indicator 1 and 3)</p>	<p>Profile of PE and sport in the school environment raised.</p> <p>School council contributions impact on provision and participation.</p>	<p>Extend the role of the Sport Champion so that he can work autonomously and deliver a higher profile and community engagement.</p>



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Staff skills and knowledge in the delivery of PE and sport continues to grow.</p> <p>Pupils experience broad and balanced curriculum.</p> <p>Effective assessment ensures there is a shared understanding of how lessons should be adapted to address children's development areas.</p>	<p><u>PE Teacher</u></p> <ul style="list-style-type: none"> Upskill teaching staff <p><u>Curriculum planning</u></p> <ul style="list-style-type: none"> Oversee curriculum development Ensure breadth of opportunity <p><u>Staff training</u></p> <ul style="list-style-type: none"> Team teaching Shared planning and delivery Peer support and coaching Develop Sport Champion <p><u>Assessment system</u></p> <ul style="list-style-type: none"> Formalise assessment and reporting system (in Target Tracker). Staff contribute to assessment judgements. 	<p>£ 12823 45%</p> <p>(combined with key indicator 1 and 2)</p>	<p>Formal lesson observations – HT to observe PE from all providers.</p> <p>Long-term curriculum planning.</p> <p>Assessment mark sheets tracks outcomes for all children and all groups (Target Tracker).</p> <p>Pupil and staff feedback.</p>	<p>Greater staff skills across the school.</p> <p>An established curriculum with bespoke assessment.</p> <p>Sport champion with shared understanding of what we want to achieve and the means to significantly contribute to achieving it.</p>



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

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Wider opportunities to be involved in greater range of sport and PE.</p> <p>Provide pupils with the opportunity to find an activity that they fully enjoy, whether that be a team or individual sport, with the aim of continuing outside of school.</p> <p>Lunch and break-times are more active.</p>	<p><u>Clubs</u></p> <ul style="list-style-type: none"> PE and sport clubs within and after the school day Cycling <p><u>Community sport</u></p> <ul style="list-style-type: none"> Inviting sports providers to work in school <p><u>Lunch and break-time sport</u></p> <ul style="list-style-type: none"> Training staff and MSAs (Play Leaders etc) Ensuring children are trained to manage and look after equipment. Ensuring equipment is always accessible. <p><u>Resourcing</u></p> <ul style="list-style-type: none"> Identify and purchase additional PE and sport equipment. Prioritise purchasing and make provision for replacement of consumables. 	<p>£6945</p> <p>24%</p>	<p>Range of clubs provided and participation rates.</p> <p>Data collection at beginning and end of year for children taking part in sport outside of school.</p> <p>Monitoring lunch and break-times (staff and children initiating sport and games).</p> <p>Resources available, well looked after and a key factor in sport and game engagements at break and lunchtimes.</p> <p>All equipment required for teaching of PE and games is in place and of a good quality.</p>	<p>A planned, costed and embedded schedule for community sport events, training and resource management</p>



Key indicator 5: Increased participation in competitive sport

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Give students the opportunity to participate in competitive situations so that they can be extended and challenged. Allow pupils of all abilities to demonstrate and understand sportsmanship values, teamwork and the important lessons of winning and losing.</p>	<p><u>Competitions</u></p> <ul style="list-style-type: none"> • In-school competition • Inter school competitions - level 2 • Open events at regional level. • Swimming gala 	<p>£8939</p> <p>31%</p>	<p>Pupil feedback.</p> <p>Participation rates.</p> <p>Trophies</p>	<p>A planned, costed and embedded schedule for competitive sport for pupils of all abilities in a wide range of events</p>

Notes: