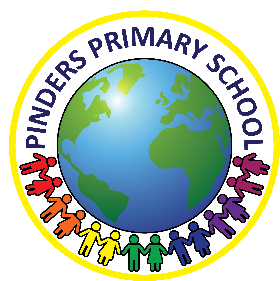
Pinders Primary School – Sports Premium Spending



Most schools with primary-age pupils receive the PE and sport premium. Schools receive this funding based on the number of pupils in years 1 to 6. Schools with 17 or more eligible pupils receive £8,000 and an additional payment of £5 per pupil. The funding comes directly into school and they have the freedom to spend it as they feel will most benefit the children in their school. School Leaders and Governing Bodies are accountable for the impact of this spending.

|  |  |
| --- | --- |
| **Sports Premium Grant (SPG) received 2016/17** | |
| Total number of pupils eligible for grant | All pupils |
| Total grant received | **£8,875** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Record and Impact of SPG spend** | | | |
| Initiative/Project | Cost | Objective | Outcome/Impact |
| Dance specialist to support class teachers in planning dance lessons for the academic year. | CPD Dance x7 sessions = £735 | For children to make good or better progress in dance. | Do staff feel more confident in teaching dance?  10/11 (91%) of teachers stated they feel more confident in teaching the planned structured planning of PE  Do children achieve better outcomes in dance?  Gap is beginning to be diminished within certain years groups.   |  |  | | --- | --- | | Year Group | % of accelerated progress | | 1 | +47% | | 2 | +12% | | 3 | +7% | | 4 | +29% | | 5 | +0% | | 6 | +3% | |
| PE coaches and class teachers to deliver after school clubs, which may include athletics, dance, multi-skills, football, benchball, striking and fielding, badminton, basketball, handball, hockey, kwik cricket, netball, rock-it-ball, rounders, tag-rugby, tennis and volleyball | Each half term block (average 6 weeks) for coaches = £1080 | For children to progress in a range of skills.  For children to be more active and have overall improved well-being.  For class teachers to gain coaching skills to ensure good or better teaching | Are children making progress? Has the gap been reduced resulting in more children achieving age related expectation?  There are more children attaining ARE than academic year 15/16.   |  |  |  | | --- | --- | --- | | Year | 15/16 | 16/17 | | 1 | 84% | 87% | | 2 | 55% | 70% | | 3 | 37% | 44% | | 4 | 48% | 86% | | 5 | 42% | 17% | | 6 | 34% | 67% |   Concerns and targeted support needed for Year 5 and 3.  Do children feel their fitness level has improved?  This has had a higher profile in lessons. Pupil conversations at first stated they weren’t even sweating. Staff meeting was led. Observations have been completed showing that high active cardio elements are being completed  Do class teachers feel more confident in coaching?  Selective staff and this the structure of coaching will changed slightly to produce more evidence of impact |
| PE coaches and play leader to deliver dinnertime activities. | See above | For children to take part in fun activities at lunchtime.  For the play leader to gain skills in leading lunchtime activities. | Has the implementation of a play leader led to improved behaviour at lunch time?  Behaviour analysis shows negative behaviour has reduced.   |  |  |  | | --- | --- | --- | | Aut | Spr | Sum | | 12.75 | 9.0 | 9.4 |   Focused performance management and key leaders groups will be created to support the development of Midday supervisors. |
| PE coaches to train up sports leaders (children in years 5 and 6). | See above | For upper KS2 children to gain coaching skills to support the progress of children in PE. | Are the sports leaders leading effective lunchtime activities?  Coaches led impact to majority of the sports leaders but most of these are Year 6 and a new cycle will begin with the training of midday supervisors. |
| Purchase of new fine and gross motor equipment. | £1840 | For all PE activities to be equipped with high quality resources. | Are class teachers using new equipment often and effectively in PE activities?  All resources have been used within the playgroup and PE lessons which increased ARE outcomes identified above. |