



CHECKLIST FOR THE EFFECTIVE USE OF THE PRIMARY SPORTS PREMIUM



- This funding provided jointly by the Departments for Education, Health and Culture, Media and Sport requires schools to be accountable for its spending.
- The impact of the new primary school sport funding on pupils' lifestyles and physical wellbeing are central to this process.
- Schools should be aiming to improve the provision of their PE and Sport and give all pupils the opportunities to develop their lifestyles

| <u>Department of Education</u> | <u>Health and Culture</u> | <u>Media and Sport</u> |
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| The quality of PE and Sport pupils receive in schools | Opportunities to develop healthy lifestyles | Greater provision of school sport opportunities |
| Outcomes will be measured by the progress pupils make | Outcomes measured by the increase in opportunities for pupils to take part in physical activities | Outcomes will be measured by the participation rates of all abilities in schools |

| |  | DETAILS OF EVIDENCE |
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| Paying the most effective teachers an enhanced allowance to lead improvements in PE and school sport and provide staff training on how to teach PE well | | <u>Within a small school this is not really feasible at the moment</u> |

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| Employing specialist PE teachers or qualified coaches to work alongside teachers in lessons to increase their subject knowledge and confidence in PE |  | Staff are attending sessions at Falcons and Tarka, they are utilising these skills within own PE lessons at school |
| Employing a specialist teacher or providing professional development for staff to lead after-school sports clubs for disabled pupils and those with special educational needs | | <u>This could be researched – it could link into the Special Olympics programme currently set up at Tarka?</u> |
| Providing cover staff to release teachers for professional development in PE and sport |  | See action plan and the training logs for staff – staff have attended golf, tennis, dance, football and Tag Rugby courses to support in school lessons and after school clubs. |
| Procuring quality-assured professional training for staff to raise their confidence and competence in teaching PE and sport |  | Staff are planning and delivering PE lessons of a good level for the needs of all their children – observations completed by PE Co-ordinator. |
| Paying staff or external sports coaches to run competitions, or to increase pupils' participation in national school games competitions |  | Staff paid to support extra curricular activities after school |
| Quality assuring the work of sports coaches and instructors employed to coach in PE lessons and after-school sports clubs | | Not used |
| Buying into existing local sports networks such as school sport partnerships or community sports coaching initiatives |  | There is an increased level of training happening for all staff. The school participates fully in a competition programme due to the partnership with Park and Pilton and the SSCO. |
| Pooling funding with other local schools to employ a specialist teacher to train existing teachers and teach PE across a cluster of schools | | Not used |
| Pooling funding to employ qualified SSCO to provide regular sports tournaments, festivals and competitions for pupils of all ages |  | The school participates fully in a competition programme due to the partnership with Park and Pilton and the SSCO. This is reflected in the Games make paperwork and also the SSCO competition time table. |
| Employing expert advice to evaluate the school's current strengths and weaknesses in PE and sport, and implement plans for improvement | | <u>This is a priority – Chris Farr will be asked to do this as part of the Partnership.</u> |
| Providing places for pupils in after-school sport clubs and holiday courses |  | All children are invited to attend the range of after school clubs and are notified for holiday courses and events happening in local facilities within the weekly news letter. |
| Engaging the least active pupils in after school activities, for example 'Change4Life' after school clubs | | <u>The school needs to look into this more – audit children and their levels of activity.</u> |
| Providing high quality support for NQT's and less experienced teachers |  | Staff are invited on all training – <u>There is however a greater need for support within the PE programme at Keystage 1 where Leap to Life is being used, but not consistently.</u> |

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| Providing high-quality training for volunteers, parents and carers, governors and adults other than teachers to run sports teams, after school clubs and assist in organising large school sports events |  | A number of parents support the school with after school provision, one the netball team, another tag rugby and also football. |
| Providing training and payment for midday supervisors to introduce playground games at breaks and lunchtimes |  | Two MTAs have been trained within Active lunch times and one now plans and implements the scheme with the Y6 children at lunchtimes. |
| Encouraging and enhancing active playtimes |  | As above |
| Employing a local coach to provide weekly after-school sport on the school site and at the local club in the evenings, weekends and school holidays | | Not used |
| Forging links with PE teachers in local secondary schools to help primary staff improve their PE and sports provision |  | Pupils from Park and Pilton support the school during their Sports day. |
| Establishing strong, sustainable partnerships with local community sports clubs where no links have been made in the past |  | The school has strong links with Falcons gymnastics and Tarka Tennis – coaches support children within the curriculum and outside of school. Many children from the school are members of development squads within both of these centres. |
| Establishing a house system to enable regular, inter-house sports competitions for pupils of all ages | | <u>The school has an inverted house system, numbers across age groups can cause issues, but it could be looked into</u> |
| Paying for transport, pool hire and instruction to provide additional swimming lessons for those pupils unable to swim by the end of Year 6 |  | Top up swimming is used for year 5 and 6 children within the Summer term. |
| In small, rural or city schools with limited indoor space for PE, paying for transport and access to indoor leisure facilities for weekly PE lessons |  | The school has a village hall that is not onsite – the school has to pay to have access to this. |
| Providing extra, additional activities such as outdoor and adventurous activities |  | Years 3 and 4 have outdoor based residential in both years. Year 5 and 6 have one outdoor based residential. <u>The school has access to woodlands and a sports field so some outdoor based activities could be planned in as part of ongoing curriculum.</u> |
| Introducing new initiatives such as basic movement skills in the Early Years Foundation Stage, or developing young sports leaders in Key Stage 2 |  | Reception children follow the Leap to Life scheme as do Years 1 and 2 which look at basic movement. <u>Younger sports leaders could be looked at particularly in terms of support during the possible inter-house competitions?</u> |
| Purchasing specialist equipment and teaching resources to develop a non-traditional activity such as rhythmic gymnastics or a new sport such as competitive cycling | | <u>This could be looked into.</u> |
| Providing pupils who are gifted and talented in sport with expert, intensive coaching and support. |  | 4 children from the school are on elite pathways for gymnastics – they currently have extra coaching sessions during two afternoons a week. The |

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| | | school curriculum is worked so that these children do not miss chunks of their learning by doing this. |
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Further details about our sporting provision can be found on our school website, alongside our curriculum details. This shows the sporting provision across and between schools, both within and beyond the school day.