

The DfE vision: ‘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.’

‘Sports Premium’ funding is additional Government money for all schools to improve the quality of physical education and sport for all children. Schools must spend this specific funding on self-sustaining improvement in the quality of PE and sport but have the freedom to choose how they do this to best meet their current needs and priorities.

At Oyster Park, we recognise that all pupils regardless of their background should have equal access to a curriculum which will enable them to reach their potential. We recognise that competitive sporting ability has high status in our school community and believe passionately in the importance of physical activity and sport; its ability to make a positive difference to all our children.

We are committed to continual school improvement which will raise participation and achievement for all our children: provide high quality PE in lessons, opportunities for active play at breaks and lunchtimes, structured school sport after school and a holistic knowledge and experience of healthy lifestyles. Through this, we will encourage our children to live healthy, active lifestyles where they enjoy and participate in physical activity, they develop the confidence skills and attributes associated with good sportsmanship and leadership as well having opportunities to engage in competitive sport and coaching.

We evaluate our provision and plan our priorities and use of the Sports Premium against the DfE 5 Key Indicators:

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

In 2016-17, our rationale for the use of Sports Premium funding, as agreed by Governors, was to ensure:

- All children benefit regardless of sporting ability.
- Opportunities for children to take part competitively with other schools.
- Children have the opportunity to experience a wide variety of sports, both team and individual
- Children do not miss out due to financial constraints, which may mean subsidising activities.
- PE and sport are used to engage vulnerable and challenging children and to complement behaviour initiatives towards wider school improvement. We strongly believe in the educational value of working as part of a team towards goals; contributing to the school’s ethos

SPORTS PREMIUM: USE AND IMPACT 2016-2017

In 2016/17, we used our funding of £9,710 to contribute towards the following:

REPORT AND EVALUATION OF ACTIONS 2016/17	
Actions: What have we done?	Outcome: What has happened as result of our actions? Evaluation: What is the impact so far? Evidence: How do we know? How will it be sustained?
Subsidised provision for KS1 after school sessions led by specialist coaches	<p>37% of KS1 children participated in sports including rugby, cheerleading, street dance and functional fitness. This included children with a range of sporting abilities, engaging some who do not participate in out of school activity. Performances for families and competitive games showed children’s high levels of enjoyment, engagement and self-confidence. The use of specialist coaches also built valuable links with local team and extra-curricular provision in the locality.</p> <p>Enhanced, enriched and greater inclusion evidenced through activities included Positive attitudes to health + well-being, improved pupil attitudes to PE.</p> <p>KI 1,2,4,5</p> <p>Next Steps: Continue to provide the range of clubs across school during 17-18, rotating coverage of various sports across the year; using pupil voice questionnaire outcomes Aim to increase PP children participation and identify other key children with barriers to learning or with other issues such as attendance to attend clubs.</p>
Funding towards the role of PE Leader (TLR) to lead PE across school and	<p>The Subject Leader role for PE has been established. In order to fulfil the role effectively courses have been sourced and attended to upskill the leader within this field. Subject Leader time has ensured an action plan and policy is in place. Use of specialist coaches has been effective in ensuring children access a range of PE activities while upskilling staff and developing confidence. Increased pupil confidence and participation observed.</p> <p>KI 1,2,3,4</p> <p>Next steps: Monitor the impact of the CPD and support (Aut/Spr/Sum) Pupil voice questionnaires needed to gain pupil perceptions of PE in school. Peer coaching across staff to enhance practice of areas where staff feel less confident. Look for opportunities to link cross curricular opportunities.</p>
Subsidised weekend outdoor activity residential to enable Y6 children to access broader range of sports, engagement in physical activity	<p>76% of Year 6 children accessed a range of activities which developed self-confidence, self-esteem and team work through new sports including archery, high ropes, fencing, nightline, large scale problem solving, zip line.</p>

SPORTS PREMIUM: USE AND IMPACT 2016-2017

	<p>KI 1,2,4</p> <p>Next Steps: To look at providing broader range of outdoor activities within school- Orienteering, outdoor pursuits etc. To have a 90% uptake on the residential visit for Y6 pupils.</p>
Lunchtime sporting activities led by specialist coaches-targeted at all ages	<p>Children engaged in meaningful, high quality sports activities at lunchtimes, including those who may not otherwise be active as well as those who need structured activity and development of teamwork and sportsmanship skills</p> <p>The use of specialist coaches also built valuable links with local team and extra-curricular provision in the locality.</p> <p>KI 1,2,4</p> <p>Next Steps: To look at providing broader range of outdoor activities within school- Orienteering, outdoor pursuits etc. To have a 90% uptake on the residential visit for Y6 pupils.</p>
Developed our Forest School Provision	<p>Children of all ages are beginning to access outdoor learning in a safe environment, learning skills of teamwork and cooperation, problem solving and raising awareness of keeping themselves safe. They are enjoying being active outdoors, contributing to healthy lifestyles.</p> <p>KI 1,3,4</p> <p>Next Steps: To continue to develop Forest School provision, sourcing appropriate resources where necessary. To provide after school clubs linked to Forest School.</p>