



The De Montfort School is required to publish information online about how we have used the Sports Premium Grant (SPG). The SPG was introduced by the government in September 2013 for an initial period of two years, then extended to three, and is a specific grant based on school census figures for pupils. At the time of print, the government had committed themselves to providing this funding until 2020. The grant has been jointly but not equally funded by the Department for Education, the Department of Health and the Department for Culture, Media and Sport. Therefore, our aims for PE and sport in school fall broadly into three categories:

Children will:

- *experience high quality learning opportunities in P.E. and sport;*
- *understand the importance of having a healthy diet and the contribution that regular physical activity makes to their overall health and wellbeing;*
- *experience a rich breadth of opportunity to participate competitively in a range of sports and activities, within school, between schools and in the wider community;*

Additionally, the children will:

- *develop leadership skills, roles and responsibilities;*

And, in line with our school's vision, children will:

- *build a genuine sense of pride, developing healthy and safe lifestyles, lifelong skills and respect for others whilst realising their own potential*

The funding is ring-fenced to ensure that it must be spent on the provision of PE and sport in schools. We intend to use the SPG to meet our aims and fulfil our vision. The school has now received and spent the first three academic year's allocation. This report outlines how the funding has been allocated in the academic year 2016-2017 and summarises its impact.

Allocations of the SPG are calculated using the number of pupils on roll in Years 1 to 6. Schools with 17 or more pupils receive £8000 plus £5 per pupil on roll. The PE subject leaders are responsible for the allocation of the budget and they make decisions on an ongoing basis about how the SPG is spent in accordance with the Ofsted document 'Inspecting primary school PE and school sport: new funding', with particular reference to Annex A, and to other supporting documents.

The SPG for 2017 to 2018 is paid in two instalments: the school receiving the first payment in November 2016 and the second in May 2017.

Amount of Grant Received – Year 2017/18: £13,733

Please see additional quote for major resurfacing work.



<p>Area of Focus</p> <p><i>Including the 7 key factors to be assessed by Ofsted</i></p>	<p>Evidence</p> <p>Sign-posts to our sources of evidence</p>	<p>Action Plan</p> <p>Based on our review, key actions identified to improve our provision</p>	<p>Effective Use of the Funding</p> <p>Summary of how our funding has been used to support delivery of our Action Plan, including effective uses identified by Ofsted</p>	<p>Funding Breakdown</p> <p>How much spent on each area</p>	<p>Impact</p> <p>The difference it has made / will make</p>
<p>Curriculum</p>	<ul style="list-style-type: none"> • Pupil Voice Survey • Curriculum Map • Schemes of Work • Schools own data / registers 	<p>To develop the range of activities offered through curriculum time.</p> <p>Review the quality of our curriculum including:</p> <ul style="list-style-type: none"> • <i>Breadth and Balance (Statutory Entitlement – Sept. 2014)</i> • <i>Time available</i> • <i>Quality of teaching and learning (Lesson planning and observation)</i> • <i>Staff Professional Learning (PL)</i> • <i>Access to facilities / resources</i> • <i>Pupil needs (Pupil Voice)</i> • <i>Gifted in PE</i> • <i>Other</i> <p>Discussions with individual pupils and staff</p>	<ul style="list-style-type: none"> • Through purchasing additional resources and equipment to allow the faculty to deliver high quality physical education in a wide range of different activities in curriculum time. • Providing play leaders and payment to introduce multi-activities at break and lunchtimes • Introducing an in-school physical activity programme • Purchasing specialist equipment and teaching resources to develop a fully inclusive curriculum • Introducing new initiatives 	<p>£13,733</p> <p>(Plus additional funding received from 2018/19 grant)</p>	<ul style="list-style-type: none"> • Increased pupil participation • Extended provision • Improved positive attitudes to health and well-being and PESS • A more inclusive curriculum which inspires and engages all pupils • Enhanced quality of teaching and learning • Positive attitudes to health and well-being • Increased pupil participation in competitive activities



<p>Extra-Curricular</p>	<ul style="list-style-type: none">• Lunchtime registers• After school registers• Pupil Voice data <p>School Games Data</p>	<p>Review the quality of our extra-curricular provision including:</p> <ul style="list-style-type: none">• <i>Range of activities offered</i>• <i>Ensure the enhancement and extension of our curriculum provision</i>• <i>Inclusion</i>• <i>The promotion of active, healthy lifestyles</i>• <i>Quality and qualifications of staff providing the activity</i>• <i>The time of day when activities are offered</i>• <i>Access to facilities (on-site / off-site)</i>• <i>Pupil needs/interests (Pupil Voice)</i>• <i>Partnerships and links with clubs</i>• <i>Talent provision</i>• <i>Staff Professional Learning (PL)</i>• <i>Other</i> <p>Discussions with individual pupils and staff</p>			<ul style="list-style-type: none">• Increased range of opportunities • Increased pupil awareness of opportunities available in the community • Improved pupil attitudes to PESS • Increased school-community links • Enhanced quality of delivery of activities
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<p>Participation and success in competitive school sports</p>	<ul style="list-style-type: none"> • Schools own data / registers • SGO evidence • Calendar of events / fixture lists • School Games Kitemark - Silver 	<ul style="list-style-type: none"> • Review our strategy for engaging in competition • Engage with our School Games Organiser (SGO) • Engage more staff / parents / volunteers / young leaders • Improve links with other schools • Satellite clubs 			
<p>How much more inclusive the physical education curriculum has become</p>	<ul style="list-style-type: none"> • Curriculum plan • Long, medium and short-Term plans • Planning for Gifted and SEND pupils 	<p>Review the quality of our curriculum including:</p> <ul style="list-style-type: none"> • <i>Breadth and Balance</i> • <i>Accessibility of all the activities</i> • <i>Use of TA's to support learning</i> • <i>Quality of teaching and learning</i> • <i>Staff Professional Learning (PL)</i> • <i>Access to facilities / resources</i> • <i>Pupil Needs (Pupil Voice)</i> • <i>Ensure whole school inclusion policy refers to PE</i> • Check equipment to ensure it meets the needs of our pupils 			



<p>Growth in the range of provisional and alternative sporting activities</p>	<ul style="list-style-type: none">• Curricular and extra-curricular plans• Registers of participation• Data from house matches	<p>Review the quality of our extra-curricular provision including:</p> <ul style="list-style-type: none">• <i>Range of activities offered</i>• <i>The enhancement and extension of our curriculum provision</i>• <i>Inclusion</i>• <i>The promotion of active, healthy lifestyles</i>• <i>Quality and qualifications of staff providing the activity</i>• <i>The time of day when activities are offered</i>• <i>Access to facilities (on-site / off-site)</i>• <i>Pupil needs/interests (Pupil Voice)</i>• <i>Partnerships and links with clubs</i>• <i>Talent provision</i>• <i>Staff Professional Learning (PL)</i>• <i>Other</i> <p>Discussions with individual pupils and liaison with parents / carers</p>			
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<p>Partnership work on physical education with other schools and other local partners</p>	<ul style="list-style-type: none">• Membership of networks• School / Subject Action Plans / minutes• Attendance at PE Forums• afPE Membership• YST Membership• School – club Links data• Governors' meetings	<ul style="list-style-type: none">• Review our partnerships and membership of networks• Do you attend local PESS forums?• Identify any new possible partnerships			
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