



St Edwards (CE) Academy Cheddleton  
Sports Funding 2016 - 2017

Subject Leader - Jason Carter

"Learning and Caring Together"

### Statement

Physical activity not only improves health, reduces stress and improves concentration, but also promotes correct physical growth and development. Exercise has a positive influence on academic achievement, emotional stability and interaction with others. PE also encourages co-operation between children and helps develop personal qualities through safe and enjoyable participation in a range of physical activities, designed to satisfy the needs abilities and interests of all pupils. Therefore both teachers and children should be aware of its importance.

Cohort / Target Group	How and why they were identified	Chn targeted	Organisation / Timescale. CPD	Cost	Impact / Next steps
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All Key Stages	Children's general skills within sports was good, although some areas of fitness, and the understanding a keeping fit, was not as strong. This was noticeable in tournaments when the children were tiring before those from other schools	All Chn	<p>Coach (SportingFit) - all year - one session with each class a week (for a total of two terms over the year). The focus is keeping fit and healthy, achieved through different sports, such as dodgeball.</p> <p>Children have been given work to encourage healthy eating and lifestyle at home, as well at school.</p>	£5030	<p>The pace of the lessons ensure that the children are activity for a large portion of the lesson. They are challenged to beat their own previous score when working on fitness activities.</p> <p>The Coach (SportingFit) has also looked at strengthening the children's progression across other areas of the curriculum, offering expertise in areas, such as body position when throwing / receiving a ball.</p>

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All Key Stages and staff	There is a large outdoor area that is currently not used to its full potential. Children need to use it in a creative and sustainable manner to ensure physical education extends beyond the classroom	All children	As with the previous year, an independent, trained forestry school teacher will come in to the school one morning a week for the year, working with all children and class teachers. The staff will then use this training to take children out themselves to engage practically in an outdoor classroom environment. This was to enable the staff to gain further ideas to take the children outside with more confidence, and also to ensure the Forestry activities were still a focus in the school whilst staff were being training - This is a process that takes 6 - 8 months.	£1200	The forestry sessions have made a huge impact on the children and school. They are excited about going out and engage in activities that they may have usually avoided - for example, taking informed risks, working as team, using their initiative and exploring open spaces. Staff have been taking the children outside a lot more, using the environment to further the understanding of other subject areas - particularly through Science, History and English. The Early Years children frequently visit the area as part of their outdoor curriculum provision.

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All children	No working space in the forestry - When children were outside and active, it was apparent that this was limited with no designated sitting area that could be used for teaching the other subject areas, and for engaging boys in their learning (boy heavy school).. A key focus of the school. The Forestry area needed to be used to its full extent.	All children	Subject leader (following discussions with staff and pupils). Different types of seating areas were purchased and specially built in to the forestry landscape. This enabled lessons to take place outside - such as English lessons with children running around the Forestry area hunting for different grammar examples. The children could then sit, write out sentences, before setting off to find more examples. This encourages the physical learning outside of the classroom and helps promote physical education across different subjects.	£1245	This enabled lessons to take place outside - such as English lessons with children running around the Forestry area hunting for different grammar examples. It has especially encouraged boys in their writing eg the Roman campfire experience. The children could then sit, write out sentences, before setting off to find more examples. This encourages the physical learning outside of the classroom and helps promote physical education across different subjects.

Cohort / Target Group	How and why they were identified	Chn targeted	Organisation / Timescale. CPD	Cost	Impact / Next steps
Staff	Training members of staff to be qualified Forestry instructors -		Subject leader and Member of Key Stage One. 6 - 8 Months is required, with full day sessions. The teacher has to complete and submit a coursework before they are qualified.	£600 1 staff member first	On Going - The training is still taking place, although should be completed by the end of April.

Cohort / Target Group	How and why they were identified	Chn targeted	Organisation / Timescale. CPD	Cost	Impact / Next steps
<p>Identified children who show potential in team based sports (Hockey, Cricket and Rugby)</p>	<p>In the previous year, the school progressed through to the county finals in Hockey, cricket and rugby. At these events we were incredibly successful, winning the Hockey, second in Cricket and getting to the quarter finals in Rugby. It is imperative that the next set of children are given the training to be as successful.</p>	<p>12 for each area</p>	<p>Independent coaches with a specialist in hockey, rugby and cricket will be employed to work with the focus children for 10 weeks.</p>	<p>£225</p>	<p>Ongoing - Sessions and competitions happen in the Summer Term.</p>

### Is the spending sustainable and will it lead to sustainable improvement?

The coaching and development of the Forestry area and its usage is entirely dependent on the Sports' Premium Funding as it is a cost that is being used to educate the children and introduce new sports. However, the impact of the coach will have a sustainable effect on the children as it is addressing and increasing the awareness of staying healthy and the importance of physical exercise at home. Again, the Forestry would not be sustainable if the funding stopped. Once two members on staff are trained, the sustainability will be stronger as they will be able to take the children out on a much more regular basis. The evidence this year has shown that the Forestry in particular has been hugely successful with teachers using the outdoor environment on more of a regular basis. The children are also benefiting from being able to mix what is normally classroom learning with a more kinesthetic approach in the outdoor environment, The coaching also appears to be having a positive impact as the children, particularly boys, are progressing at a good rate, demonstrated in their ongoing assessment and from the outcome of the sporting competitions - County Finals in Hockey, Rugby and Cricket and winners of the Leek Town Football Tournament for the first time last year, which needs to be replicated this year. The school will continue to offer free before/after school clubs each term, although it will be looked at which key stage needs to be the focus e.g Foundation Stage. There are two free after school clubs that run weekly and have a good participation from both boys and girls and are capped at thirty. All clubs have people on a waiting list.

The attitude of the school is that physical education is highly important and should be part of everyday life at school and at home, an impact that is sustainable in the fact the children are being educated and exposed to an active lifestyle on a regular basis - School provides well in excess of the expected two hours a week.