



Primary School Sport Funding at Beaucroft

The government have given funding for over £450 million on improving PE and sport in schools for children from reception up to school year 6, across academic years 2013-16. Beaucroft Foundation School has implemented plans which will impact on student participation and attainment in physical education for those eligible students.

We have good links with the community including the excellent facilities at Ferndown Leisure Centre for swimming and Rossmore Leisure Centre for trampolining. Funding has enabled the school to take K/S 1 students swimming in an indoor environment on a weekly basis during the winter months and alongside their time in our outdoor pool. In the past our pool has been only open on a limited number of sessions due to the weather, appropriate access for the less abled students and demands from other areas of the school. The students benefitted greatly from constant sessions and easy access for more staff to assist less abled students with changing, which enabled greater progression from week to week and increased their water confidence and swimming ability. The focus has now moved to the younger students within the department and has achieved similar results.

Regular trampolining has seen improvement in their body awareness and co-ordination of body movements. The sessions were very well received by the children and their parents. All staff involved said how much pupils enjoyed the sessions and had improved their gross-motor skills. Class teachers have commented that these pupils became much more confident in PE lessons and enjoyed 'having a go' at the activities in PE. Initially, they had seemed scared to involve themselves due to the daunting idea of failure; however, students have shown great pride and achievement when overcoming fears and completing tasks.

Additional coaches have been used to support teaching staff with teaching and planning activities within the PE curriculum. A block session of football/cricket coaching was provided by specialist coaches from the local community to create links. Teachers reported that the programme had a positive impact on the children, with many making rapid progress in their physical, personal and social skills. The teaching assistants reported that they had used many of the activities learned from the coaches when helping the class within other PE lessons. PE and sport has often been able to create a culture of high expectation and achievement among pupils of all abilities and aptitudes. As a result, we wanted the premium funding to extend this approach by developing external opportunities to join out-of-school clubs and activities. These coaching sessions have extended the pupils' experiences and developed their knowledge and skills. We have also seen significant improvement in those pupils who lacked the confidence and understanding to join in with group sports or activities. All abilities have shown their increased motivation and engagement in participate in group situations to learn together new skills. Teachers also commented that the pupils now joining in activities during break and lunchtimes, whereas in the past they avoided any interaction with other pupils who were playing games. Teacher feedback showed that pupils were enjoying PE far more than before and that they felt their skills had developed well.

There was clear evidence in the school that funding could be used to increase pupils' participation in sports events and extra-curricular sports, especially those at lunchtime. A wide range of new activities have been introduced in school to add variety to break time provisions and to encourage participation for a greater number of pupils. Alongside the specialist coaching we used the Primary School Sport funding to also help us to purchase a vast amount of some of the new equipment required to participate in a variety of sports activities. The equipment has enabled regular daily access to fun structured activities for individual students to participate alongside their peers in learning group interaction and competition. The purchase of outside play equipment has enabled students with limited movement to engage with playtime activities, while smaller individual items have helped stimulate and improve fine and gross motor skills. Every break time has become a PE session that students can access and excite pupils to develop their social, behavioural and physical abilities.

Year	Funding £	Expenditure	Balance (c/f)
13/14	5044.00	3219.00	1825.00
14/15	8004.00	2442.28	7386.72
15/16	8281.00	3179.10	12,464.90

Looking ahead we have plans still to complete for the remaining balance of money. This will give us the opportunity to buy specialist equipment and lighting to enhance our dance across the school and stimulate the pupils' interest in body movements. In addition, the flexibility in the new curriculum, allied to the sports funding, will allow us to plan new experiences for our primary age pupils. By adapting activities and opportunities within our dance curriculum we can provide the right level of challenge and support for pupils of different abilities, and encourage increased creativity in body movements and skills.

We are also currently in the process of collaborating with other schools and their specialist teachers to support a six-week unit of work, where the specialist teacher will teach PE lessons while the class teacher observed and assisted. The aim is to ensure a lasting legacy of good-quality PE and sport throughout the school. By the end of the unit of work, the teachers are intending to improve their confidence and knowledge in teaching their less familiar sports with new ideas and activities. The specialist PE teacher will lead training to increase the subject knowledge and teaching skills of staff; display through role-modelling how to engage pupils in sustained physical activity, which can possibly be transferred during lunchtimes as well.

Overall the impact of the funding has been significant on the students' involvement, engagement and motivation to participate in various physical activities. The students have shown improvement in their abilities due to accessing a wider range of activities and equipment on a daily basis. With the diversity of options, frequency and development of skills, the pupils' lifestyles have become considerably healthier due to more involvement in movement and physical education is no longer a session but a daily diet of activities throughout their day.

