



ARK Little Ridge
Primary Academy

PUPIL PREMIUM AND SPORTS
PREMIUM POLICY

Ark
● ● ● ●

Description	Tag
The Principal of the academy	Lorraine Clarke
The academic year	2017/18
Chair of Governors	Micky Sandell
The academy name	Ark Little Ridge Primary Academy

POLICY INFORMATION

Named personnel with designated responsibility for (insert)

Academic year	Designated Senior person	Deputy Designated Senior person	Nominated Governor	Chair of Governors
2017/18	Lorraine Clarke	Mark Rankin		Micky Sandell
[ACADEMICYEAR]				[GOVERNOR]

Policy review dates (frequency of review: tbc)

Review Date	Changes made	By whom
September	Policy reviewed	Lorraine Clarke

CONTENTS

- 1 INTRODUCTION
- 2 FUNDING
- 3 EVIDENCE OF WHAT WORKS
- 4 PUPIL PREMIUM REVIEWS
- 5 ACCOUNTABILITY
- 6 PUPIL PREMIUM REPORTING
- 7 PERFORMANCE TABLES
- 8 TEMPLATES

Introduction

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

Pupil premium funding is available to:

- local-authority-maintained schools, including:
 - special schools (for children with special educational needs or disabilities)
 - pupil referral units (PRUs - for children who can't go to a mainstream school)
- academies and free schools, including
 - special academies (for children with special educational needs or disabilities)
 - alternative provision (AP) academies (for children who can't go to a mainstream school)
- voluntary-sector alternative provision (AP), with local authority agreement
- non-maintained special schools (NMSS - schools for children with special educational needs that the Secretary of State for Education has approved under section 342 of the Education Act 1996)

Funding

Financial year 2017 to 2018

In the 2017 to 2018 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,320 for pupils in reception year to year 6
- £935 for pupils in year 7 to year 11

Schools will also receive £1,900 for each pupil identified in the spring school census as having left local-authority care because of 1 of the following:

- adoption
- a special guardianship order
- a child arrangements order
- a residence order

If a pupil has been registered as eligible for free school meals and has also left local-authority care for any of the reasons above, they will attract the £1,900 rate.

Children who have been in local-authority care for 1 day or more also attract £1,900 of pupil premium funding. Funding for these pupils is managed by the virtual school head (VSH) in the local authority that looks after the child.

Evidence of what works

The Education Endowment Foundation has produced a [teaching and learning toolkit](#) to help teachers and schools effectively use the pupil premium to support disadvantaged pupils. Its [families of schools toolkit](#) helps teachers learn about effective practice from similar schools. It has also produced an [evaluation tool](#) to help schools measure the impact of the approaches they are using.

Information can be found on schools that have been recognised for their successful use of the premium on the [Pupil Premium Awards website](#). The DfE encourage all schools with excellent results to share their achievements, strengths and experience with other schools.

Pupil Premium Reviews

Ofsted will recommend that a school commissions a pupil premium review if they identify concerns with the school's provision for disadvantaged pupils.

Other bodies may also recommend a pupil premium review, including:

- the academy trust
- the [regional schools commissioner](#)
- the Department for Education

Accountability

Ofsted inspections

Ofsted's school inspections report on the attainment and progress of disadvantaged pupils who attract the pupil premium.

Online reporting

From the 1 September 2016, schools maintained by the local authority must publish their strategy for the school's use of the pupil premium on their websites. Details of the specific information you need to publish can be found in our guidance on [what must published online](#) is available from the Ark Central Team.

Pupil premium reporting

You must publish a strategy for the school's use of the [pupil premium](#). You no longer have to publish a 'pupil premium statement'.

For the current academic year, you must include:

- your school's pupil premium grant allocation amount
- a summary of the main barriers to educational achievement faced by eligible pupils at the school
- how you'll spend the pupil premium to address those barriers and the reasons for that approach
- how you'll measure the impact of the pupil premium
- the date of the next review of the school's pupil premium strategy

For the previous academic year, you must include:

- how you spent the pupil premium allocation
- the impact of the expenditure on eligible and other pupils

Pupil premium funding is allocated for each financial year, but the information you publish online should refer to the academic year, as this is how parents understand the school system.

As you won't know allocations for the end of the academic year (April to July), you should report on the funding up to the end of the financial year and update it when you have all the figures.

PE AND SPORT PREMIUM FUNDING FOR PRIMARY SCHOOLS

If your school receives [PE \(physical education\) and sport premium funding](#), you must publish:

- how much funding you received
- a full breakdown of how you've spent the funding or will spend the funding
- the effect of the premium on pupils' PE and sport participation and attainment
- how you'll make sure these improvements are sustainable

Performance Tables

[School and college performance tables](#) also report on the performance of disadvantaged pupils compared with their peers.

Templates

The Teaching Schools Council has produced [templates](#) to help schools present their pupil premium strategy. Examples below demonstrate good practice for publishing your pupil premium strategy – there are two examples –one for primary and one for secondary. Both examples show a populated strategy

Pupil Premium Strategy Statement: Ark Little Ridge Primary Academy

1. Summary information					
School	Ark Little Ridge Primary Strategy				
Academic Year	2017/18	Total PP budget	£79200	Date of most recent PP Review	Sep 2017
Total number of pupils	424	Number of pupils eligible for PP	54	Date for next internal review of this strategy	Feb 2018

2. Current attainment			
	All Pupils	Pupils eligible for PP	Pupils not eligible for PP
% achieving expected standard or above in reading, writing and maths	54.8%	54.5%	54.8%
progress in reading	-1.5	-0.9	-1.5
progress in writing	2.1	2.4	2.0
progress in maths	0.8	3.3	0.2

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
1.	Low starting points at entry
2.	Pupils in receipt of PP who also have significant special educational needs
External barriers (issues which also require action outside school, such as low attendance rates)	
3.	Attendance rates for pupils eligible for are 93.74% (below the attendance rate for non PP children of 96.28%). Persistent absence of PP pupils is significantly higher than non PP 17.6% vs 5.5%.
4.	Lack of support with learning at home
5.	Lack of engagement from parents of pupils who are most vulnerable to under-achievement

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Further Improve the teaching of reading for pupils eligible for PP across the school	Pupils eligible for PP identified make at least as much progress as 'other' pupils across Key Stage 1 in reading. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established across the multi-academy trust (MAT).
B.	Continue to improve the teaching of maths for pupils eligible for PP across the school	Pupils eligible for PP identified make at least as much progress as 'other' pupils across the school in maths, reading and writing. Measured by standardised and teacher assessments and successful moderation practices established across the multi-academy trust (MAT).
C.	Improve the intervention for reading, writing and maths across KS2	Pupils eligible for PP identified make at least as much progress as 'other' pupils across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established across the multi-academy trust (MAT).
D.	Continue to improve the quality of teaching across the school using comprehensive ILT model	Pupils eligible for PP identified make at least as much progress as 'other' pupils in all year groups in reading, writing & maths. Measured by pupil outcomes in EYFS, Y1, KSI and end of KS2. Measured by progress in Y3, 4 & 5.
E.	Provide Alternative provision provided for pupils who exhibit extremely challenging behaviour in mainstream education	Reduce exclusion rates to zero and evidence increased attendance and engagement of targetted pupils.

5. Planned expenditure						
Academic year	2017/18					
i. Quality of teaching for all						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?	Cost
Further Improve the teaching of reading for pupils eligible for PP across the school	All new staff to undertake RWI training in London.	Pupils eligible for PP are making greater progress than other pupils in reading and the attainment gap within school has closed. However the attainment gap in comparison with national figures, although closing, is still significant. We want to ensure that PP pupils can at least meet expected standards. We want to train all teaching staff (teachers and teaching assistants) in the high quality delivery of RWI, and school reading programme.	Course selected using evidence of effectiveness. Use INSET/Twilights and masterclasses to deliver training. Peer observation and support, ILT coaching to embed learning RWI tracking grids to monitor impact	RWI Lead Teacher	Feb 2018	£1,172
	RWI lead to monitor classes daily			Assistant Head for Teaching and Learning		£8,850
	Masterclasses to be held for staff PD					£1,000
	Dedicated RWI TA					
	RWI Network Lead support					£8,274
	Development of reading comprehension – staff training and improved teacher/pupil resources					
	Whole school reading programme to be embedded.					
New staff to receive training on reading programme.						

<p>Continue to improve the teaching of maths for pupils eligible for PP across the school</p>	<p>All new staff to undertake maths mastery training in London.</p> <p>MMSL to monitor classes daily</p> <p>Masterclasses to be held for staff PD</p> <p>Development of critical thinking skills in pupils</p> <p>Year 5 and 6 teachers to undergo White Rose training</p>	<p>Pupils eligible for PP are making greater progress than other pupils in maths and the attainment gap within school has closed. However the attainment gap in comparison with national figures, although closing rapidly, is still present.</p> <p>We want to ensure that PP pupils can at least meet expected standards. We want to train all teaching staff (teachers and teaching assistants) in the high quality delivery of Maths Mastery and White Rose programme.</p>	<p>Course selected using evidence of effectiveness. Use INSET/Twilights and masterclasses to deliver training. Peer observation and support, ILT coaching to embed learning CCR! & KPI tracking grids to monitor impact</p>	<p>Maths Mastery Lead Teacher</p> <p>Y5/6 Maths Lead</p>	<p>Feb 2018</p>	<p>£1,000</p> <p>£1,000</p> <p>£2,880</p>
<p>Continue to improve the quality of teaching across the school using comprehensive ILT model</p>	<p>Network instructional lead teacher to work with target year groups</p> <p>Co-planning with Assistant Head/Network Lead</p> <p>ILT coaching with KSI lead</p>	<p>We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. Sutton Trust, suggest that tailored PD to raise the quality of QFT is the most effective way to raise attainment rather than relying solely on an intervention approach.</p> <p>This is an approach that we can embed across the school.</p>	<p>Weekly monitoring of the quality of teaching, learning & assessment over time. Learning walks Book Looks KIT meetings with ILT Lead and her line manager</p>	<p>Assistant Headteacher</p> <p>Network Leads</p>	<p>Feb 2018</p>	<p>£8,274</p>
Total budgeted cost						<p>£32,450</p>

ii. Targeted support						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?	Cost
Further develop the intervention for writing across KS2	Daily small group sessions for writing for targeted pupils with experienced HLTA/TA staff, in addition to standard lessons.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	Extra teaching time and preparation time paid for out of PP budget Impact overseen by Writing Lead Teaching assistant (TA) CPD. HLTA CPD Intervention resources Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	Writing Lead	Feb 2018	£ 9,200
Further develop the intervention for maths across KS2	Daily small group sessions in maths for targeted HLTA/TA, in addition to standard lessons.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	Extra teaching time and preparation time paid for out of PP budget Impact overseen by maths mastery lead. Teaching assistant (TA) CPD. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions. Intervention resources	Maths Lead/MMSL	Feb 2018	£ 9,200
Further develop the intervention for reading across KS2	Daily small group sessions in reading for targeted pupils with experienced HLTA/TA, in addition to standard lessons.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	Extra teaching time and preparation time paid for out of PP budget Impact overseen by Assistant Head Teaching assistant (TA) CPD. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	Assistant Head	Feb 2018	£ 9,200

Alternative provision provided for pupils who exhibit extremely challenging behaviour in mainstream education	Identify targeted behaviour interventions for identified students.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. Ofsted guidance on Alternative Provision/Nurture Groups followed.	Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Monitor exclusion rates Use ESBASS support (credits) to identify best practice for nurture groups and support individual pupils Support new SENCO with SENCO qualification.	Inclusion Manager	Feb 2018	£14,148
	Develop Learning & Engagement mentors to deliver enrichment activities for disadvantaged & disengaged students.				£850	
	To support vulnerable pupils with their engagement with mainstream education				£270	
	Develop Thrive provision for disadvantaged pupils				£1,000	
Total budgeted cost						£43,868
iii. iv. Other approaches						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?	Cost
Contingency for future 'in year' use						£2,882
Total budgeted cost						£2,882

6. Review of expenditure						
Previous Academic Year		2016/17				
i. Quality of teaching for all						
Desired outcome	Chosen action/approach	Impact			Lessons learned (and whether you will continue with this approach)	Cost
		Target	Actual			
Improve the teaching of maths for pupils eligible for PP in EYFS, KSI & Y3	Maths Mastery		PP	Non PP	<p>This year we need to continue to invest in the associated training and salary costs for the Maths Mastery Lead.</p> <p>A new maths mastery lead has been appointed and will attend training</p> <p>We will continue to pay for the costs of training new staff and refresher training for existing staff.</p> <p>We will continue to roll out the programme into Y4 and will purchase the necessary resources required.</p>	<p>£8,362</p> <p>£1000</p> <p>£350</p>
		90% of all pupils to achieve GLD	0(3 children, 2 SEN)	84.2%		
			80% of all pupils achieved GLD			
		% of Y1 pupils to reach ARE in maths	75%	73%		
			73% of all pupils achieved ARE maths			
		% of Y2 pupils to reach ARE in maths	100%	76%		
			77% of all pupils achieved ARE maths			
		% of Y3 pupils to reach ARE in maths	71%	84%		
	81% of all pupils achieved ARE maths					
Improve the teaching of reading for pupils eligible for PP in EYFS and KSI	<p>All new staff to undertake RWI training in London.</p> <p>RWI lead to monitor classes daily</p>	82% of all pupils to achieve GLD	PP	Non PP	<p>Pupil outcomes continue to improve using this programme. We will continue to pay the salary costs for the RWI Lead teacher, plus training for staff and resources needed.</p> <p>We also continue to invest in RWI support assistant who led the 1:1 interventions and provide more focus</p>	<p>£3,948</p> <p>£12,767</p> <p>£1433</p>
			0(3 children)	84.2%		
			80% of all pupils achieved GLD			

	Masterclasses to be held for staff PD Development of reading comprehension – staff training and improved teacher/pupil resources	100% of Y1 pupils to pass phonics screen	100%	89.3%	on Y2 phonics retakes than in previous years.	
			90% of pupils passed Y1 phonics screen			
			100%	79.3%		
			% of pupils reached ARE in reading			
Improve the quality of teaching in Y2 and Y6	Employ network instructional lead teacher to work with target year groups	% of pupils meeting ARE RWM Y2	PP	Non PP	The need for targeted additional support from the very beginning of the year needs to be in place, particularly in Y6 cohort, where there may be significant gaps to close. Co-planning/coaching model with network lead is effective and will be further developed this year.	9,000
			100%	72%		
			73% of pupils ARE at end Y2			
	PP	Non PP				
	54.5	54.8				
	55% of pupils ARE at end Y6					
	Co-planning ILT	60% of pupils meeting ARE RWM Y6				
ii. Targeted support						
Desired outcome	Chosen action/approach	Impact		Lessons learned (and whether you will continue with this approach)	Cost	
Improve the intervention for maths across KS2	Daily small group sessions for writing for targeted pupils with experienced teaching staff, in addition to standard lessons.	Target	Actual		Intervention needs to be daily. Pupils who have not met learning objectives during QFT should then receive 1:1 intervention later that day Pupils who struggle should also be targeted for pre-teaching of key learning objectives day prior to main lesson	£24, 805
			PP	Non PP		£3,548
		of Y6 pupils to reach ARE in maths	72.7%	76.2%		£1,839
			75% of pupils reached ARE in Maths			
Improve the	Daily small group	of Y6 pupils to				

intervention for writing across KS2	sessions for writing for targeted pupils with experienced teaching staff, in addition to standard lessons.	reach ARE in writing	81.6%	78.6%		
			79% of pupils reached ARE in writing			
Improve the intervention for reading across KS2	Daily small group sessions for writing for targeted pupils with experienced teaching staff, in addition to standard lessons.	of Y6 pupils to reach ARE in Reading	54.5%	54.8%		
			55% of pupils reached ARE in Reading			

iii. Other approaches						
Desired outcome	Chosen action/approach	Impact			Lessons learned (and whether you will continue with this approach)	Cost
Alternative provision provided for pupils who exhibit extremely challenging behaviour in mainstream education	Identify targeted behaviour interventions for identified students. Develop Learning & Engagement mentors to deliver enrichment activities for disadvantaged & disengaged students.	Zero exclusion rate for pupils supported by Alternative Provision (AP)			The Intervention was very effective in reducing Exclusions. This year development will focus on positive reintegration into mainstream classes. The Thrive programme will also be reintroduced for targeted pupils this year.	£4,106 £7,158
		Significantly reduced exclusions for PPG students across school				
		PPG students	2015/16	2016/17		
		FT exclusions	27	2		
		Perm Exclusions	1	0		

Performance of Pupils in receipt of Pupil Premium

	2014	2015	2016	2017	2018
No. of pupils	9	1	4	3*	
% of PP pupils achieving a Good Level of Development (GLD)	78%	100%	50%	0%	
% of non PP achieving a Good Level of Development (GLD)	67%	78%	91%	84%	

*In 2017 there were 3 PPG pupils in EYFS 2 of these have significant SEN.

	2014	2015	2016	2017	2018
Number of pupils			2	3	
% of PP pupils passing Y1 Phonics Screen	33%	78%	100%	100%	
% of non PP pupils passing Y1 Phonics Screen	65%	90%	89%	89%	

PERFORMANCE OF PP ELIGIBLE PUPILS AT THE END OF KSI					
	2014	2015	2016	2017	2018
% of PP pupils achieving ARE in reading	63%	57%	58%	100%	
% of PP pupils achieving ARE in writing	50%	29%	50%	100%	
% of PP pupils achieving ARE in maths	75%	57%	75%	100%	
% of PP pupils achieving above ARE in reading	13%	0	25%	50%	
% of PP pupils achieving above ARE in writing	0%	0	8%	0	
% of PP pupils achieving above ARE in maths	13%	14%	17%	50%	

PERFORMANCE OF PP ELIGIBLE PUPILS AT THE END OF KS2					
	2014	2015	2016	2017	2018
% of PP pupils achieving ARE in reading	58%	56%	40%	55%	
% of PP pupils achieving ARE in writing	67%	56%	67%	82%	
% of PP pupils achieving ARE in maths	67%	56%	53%	73%	
% of PP pupils achieving ARE in reading, writing and maths	58%	44%	33%	55%	
% of PP pupils achieving above ARE in reading		22%	7%	18%	
% of PP pupils achieving above ARE in writing		11%	0	9%	
% of PP pupils achieving above ARE in maths		22%	7%	27%	
% of PP pupils achieving above ARE in reading, writing and maths		0%	0	9%	
% of PP pupils making expected progress in reading		0%	-2.8	-0.9	
% of PP pupils making expected progress in writing		77%	-0.9	2.4	
% of PP pupils making expected progress in maths		88%	-3.0	3.3	

Introduction

Ethos

There is a lengthy competitive sporting history at Little Ridge, which is particularly strong in girls' and boys' football, badminton and cross country running. One of the main aims for ARK Little Ridge's PE Grant Funding from central government is to ensure that there are no financial barriers to sport for any of our pupils. We aspire to ensuring that every child at our academy is able to access a rich and varied sporting experience.

We continue to seek and develop programmes to encourage physical activities, to supplement those we already have in place. Additionally, we aim to encourage all children, and in particular those who historically may have been less active or who find accessing the academic curriculum challenging, to try out physical activities.

Many providers of sporting activities here are based locally and with strong links to the school, giving pupils the opportunity to extend their interest in sport locally at weekends, outside term time and beyond.

Context of our Academy

Ark Little Ridge Primary Academy is a large, popular community school situated in Hastings. There are 424 pupils on roll, and EYFS places are almost always over-subscribed.

The school has two classes in each of the seven year groups ranging from reception age (4 and 5 years old) up to Year 6 (10 and 11 years old). It also has a specialist Speech & Language facility for children with diagnosed Special Educational Needs in the areas of speech and language development.

Pupil Premium & Deprivation Indicators

Eligibility for Pupil Premium is 14% which is below the national average of 26.4%.

SEND

11.9% of our pupils are on the SEND register; below the national average 15.4%. The percentage of mainstream pupils with statements is 2.38%, which is slightly below the national average of 2.8%.

How we are spending the money

Our Grant for the 2017/18 academic year

Our school's PE Grant allocation for the current academic year is calculated as a lump sum of £16,000 plus £10 for each pupil in years 1 to 6 on school census day. **Our total PE Grant from central government for 2017/18 is £19,520.**

, we will be spending this funding as follows:-

Hastings and Rother Sports Partnership Membership - £1,400

This provided us with a range of support, including:-

- Running of all area competitions: including boys and girls' football, cross country, netball, hockey and indoor and outdoor athletics.
- Support for school sports leaders and training.
- One whole days developmental training for 2 KSI and Early Years Foundation Stage teaching staff
- Ongoing support for teacher development (9 sessions).
- Support with transport for the children to some competitions.
- Primary Link Teacher Training; whole day teacher release (course fee included in partnership fee)

Swimming Tuition for Year 3 pupils - £ 800

All 60 of our Year 3 pupils will have the opportunity to have swimming lessons, either to teach them to swim or to develop their swimming, depending on need. Swimming is considered one of the most beneficial sports activities for good health, as well as being a useful life skill. These sessions, as well as travel to and from the swimming facility, are fully funded for all Year 3 children.

Boom Active - £ 9,000

We are employing coaches from the Boom Active coaching organisation to lead on PE lessons and to train and support teaching staff in the delivery of the PE curriculum in EYFS and Y6. This focuses on core curriculum activities, but also builds in some less mainstream sports so that our pupils can try out sports they wouldn't otherwise get an opportunity to experience. They will be in school throughout the 2017/18 academic year, coaching alongside teachers on two afternoons per week and supporting all year groups alongside MDSAs across the school every lunchtime.

The Boom Active Sports coaches will also provide an hour long after-school Sports Activities Club, on one afternoon per week, currently open to our Year 1 & 2 pupils, for which parents paid a contribution. Additionally they will provide an hour long football club for Y5 and 6 boys and girls after school on one afternoon per week.

Equipment

We are well supported by parents giving us Sainsburys Active Kids vouchers annually and this provides us with a good base of PE and sports equipment, which the school supplements as necessary through the school year.

Anticipated spend on this is around **£400**.

Play-Active playground equipment is also provided for use by pupils at morning break and lunchtimes, with a variety of items such as skipping ropes, hula-hoops, soft balls etc designed to encourage active play. Annual spend on this type of sports equipment is around **£550**.

A survey of the playground is planned for this year with the aim of improving fixed play equipment. Anticipated spend **£7,500**

Afterschool clubs currently running that are not funded through school sports funding: Dance, Zumba, Karate, Brighton & Hove Albion Football Club coaching .

Impact

- Introduction of support from Premier Sport in mid 2015/16 improved PE provision in Reception Year and Year 4 and saw significant professional development of the staff working in those classes. Utilising Boom Active(an alternate provider) support again throughout 2017/18 will allow us to timetable targeted support in EYFS by qualified Sports coaches, and lunchtime sports activities to each year group across the school. This professional support and development will further raise the quality of PE provision for the children and develop the knowledge and aptitude of school staff as they gain a greater understanding of how to teach and assess the progress of key physical and sports skills.
- Teachers across all key stages have been able to access high quality professional development courses in PE, through working with both the Hastings & Rother Sports Partnership and Premier Sports. This has led to improved planning and teaching of PE skills. Continuing these relationships will allow us to build our staff skill-set further through 2017/18.
- Our Year 3 children received professionally delivered quality swimming tuition at the local sports centre. This developed swimming skills essential for children living in a seaside town. This was some children's first experience of swimming and will hopefully promote in them an interest in what is one of the most beneficial forms of exercise available.
- The after-school sports and activities club introduced mid-year via Premier Sports focused on girls and boys from KSI last year developed greater interest in these activities among those children as well as providing direct health benefits for them. In 2017/18 this will be expanded to two after-school clubs,

providing more pupils with an opportunity for additional regular, healthy and enjoyable exercise and also giving children a chance to try sports they might otherwise not experience. This should increase pupils' physical activity participation both in and out of school, increasing their confidence and helping to improve their health and lifestyle.

- The provision of a range of play equipment for use by children during school breaktimes has successfully brought structure to their play. It also encourages good behaviour by occupying children's imaginations and allowing them to exercise safely and with purpose.
- In our current Year 6 cohort 59% of are meeting the national curriculum requirement to swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively and perform safe self-rescue in different water-based situations.

Summary of Funding & Expenditure

Amount of PE Grant Funding 2017/18	£ 19,520
Boom Active PE, health and extra-curricular provision	£ 9,000
Hastings & Rother Sports Partnership membership	£ 1,400
Swimming tuition for Year 3 pupils	£ 800
Purchase and maintenance of curriculum sports equipment	£ 400
Provision of play equipment and games for breaktimes	£ 550
Provision of permanent fixed paly equipment in KSI playground	£ 7,500
<u>ANTICIPATED SPEND</u>	<u>£ 19,650</u>