



# Black Firs Primary School

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## School PE and Sport grant spend Funding Statement

### Basis of allocation

Allocations for the academic year 2016/17 are calculated using the number of pupils in Years 1 to 6, and those age 5 in Year R, as recorded on October 2016 Census. Schools will receive £8,000 plus £5 per eligible pupil.

**For Black Firs this equates to - October 2016 Number on Roll 244 x £5 + £8000 = £9215**

**This didn't count 46 children who were 4 yrs old in Oct 2016?**

### Terms on which the PE and Sport Grant is allocated to schools

The grant must be spent by maintained schools and academies on improving the provision of PE and sport for the benefit of pupils so that they develop healthy lifestyles.

Maintained schools and academies must publish, on their website, *information about their use of the PE and Sport Grant allocation by April 2017. Schools should publish the amount of grant received; how it has been spent (or will be spent) and what impact the school has seen on pupils' PE and sport participation and attainment as a result, to help to ensure that all pupils develop healthy lifestyles.*

### Statement for 2016/17

Now we are an academy funding for this year arrives in November and May. In total we expect to receive **£9215** this academic year.

We have invested in an all-weather pitch, summer 2016, at a cost of £117,000. This has had the largest positive impact on all the children's physical activity in School. It has enabled us to now offer hockey and improve facilities for cricket and tennis.

Sport & physical education is at the heart of life at Black Firs. We include in this Dance, Outdoor Pursuits & Adventurous activity. We use the word 'sport' but it implies all these areas. At Black Firs we have an 'everyone opts in' culture. We always strive to-be-the-best-we-can-be, we never take a step backward, we are comfortable with competition and we have a clearly owned and articulated philosophy for why, as a collegiate community, we invest in sports.

We are very lucky to have very well qualified Staff in School - ECB cricket coaches, ASA swimming coaches, FA coaches, RU coaches, BCU kayaking instructors and netball coaches. Therefore, we don't have to buy these skills in. We can use the grant funding to invest in wider opportunities for our children. We take the children swimming for 3 terms and for two years to ensure they are very competent. We also use some of our funding to develop kayaking in School; all our yr5 children complete their Paddle One certificate which we then develop to Paddle two in yr6. The remainder of the grant is used to improve facilities in School - for example, we have just bought a bowling machine to improve cricket coaching.

Sport at Black Firs is important for two key reasons; **firstly**, it's great fun & we all enjoy it - children & adults; it develops positive healthy lifestyles and gives us a context to discuss what this means; it allows us to develop closer links with our local community clubs and 'catches' children in good-habits-for-life when they are at their most impressionable. If we get children involved now particularly within the 'the 5 hour offer' we now they will stay involved with sport for life. We are the base of the performance pyramid; we inspire the children to make their dreams a reality!



**Secondly**, we use Sport at Black Firs to develop children's emotional intelligences - their interpersonal intelligence, *how we interact with others* & intrapersonal intelligence, *having a deep understanding of the self*. Similarly, it develops personality - the "Big Five" factors of personality; in contemporary psychology there are five broad dimensions of personality that are used to describe human personality.

### **Sport at Black Firs - excerpts of report from PE Coordinator**

PE and Sport continue to be strengths of the school, both in terms of teaching and learning in lessons and in inter-school competitions. As a result the school is seen as a leader amongst the local community, with members of staff taking on the responsibility of organising many of the competitions. We are an active member of Sandbach Sports Partnership.

We have competed in all available competitions this year, both at town, partnership and inter-partnership, regional & national level. The children have achieved great things, winning both netball and football leagues. We also won boys and girls cross-country and kwik cricket competitions. The indoor athletics team did particularly well, winning cluster, then partnership rounds and finishing fifth in the county competition. Outdoor athletics also proved successful, with the team winning through to the Youth Games competition later in the year. As a result, we won Congleton Town Sports in July for the 13<sup>th</sup> time!

Achievement in swimming continues to be very good with the large majority of children able to swim at least 25m by the end of Year 6. We have some outstanding swimmers, many of whom are also club swimmers, and the team won the Congleton swimming competition for the third year running.

High quality teaching and learning results in "strength in depth" when competing in competitions. Staff continue to provide an ever-widening selection of after school clubs which are well attended by the students. Several ex-pupils are also delivering activities such as dance and multi-skills, under the guidance of the teachers. This is particularly pleasing as they are acting as good role models to the children, as well as developing their own coaching skills. The school is very well resourced in order to ensure high quality P.E. can be delivered throughout.

### **Participation in out of school clubs**

We have an excellent staff who are well qualified and deliver a range of sporting opportunities. There are 13 after school clubs running 3.30pm - 4.30pm in any term; 75% are sport based. Some of these clash on the same afternoons (3 clubs Wednesday afternoon) which obviously impacts on participation.

Extra-curricula Discipline	Age range	Participation 2016
Multi skills	R - yr2	61%
Cricket	Yr2 - yr6	58%
Dance	Yr3 - yr6	19%
Cross-country Running	Yr3 - yr6	54%
Rounders'	Yr5 - yr6	80%
Athletics	Yr5 - yr6	70%
Football - squad boys	Yr5 - yr6	54%
Rugby	Yr3 - yr6	13%
Netball - squad	Yr5 - yr6	24%
Netball	Yr3 - yr6	27%
Football	Yr3 - yr4	31%
Football - girls	Yr3 - yr6	22%
Hockey	Yr3 - yr6	15%



Kayaking	Yr5	100%
Conway Residential - adventurous activities	Yr3 - yr6	97%

Participation during the taught curriculum is 100%. Participation at after school clubs is obviously not an issue but we always want to encourage more!

We do have real issues December through January, when it becomes too dark to run clubs after school. We are experimenting with portable floodlights these could be a real advantage.

The new all-weather playing surface has massively improve both accessibility and the quality of the sport played. As well as football and rugby, hockey has now been introduced. The new surface should enable us to coach and play more cricket and tennis this summer. Playtimes & lunchtimes are also much improved with access to the playing field all year round.

### Proposal to use 2017 funding

Still re-paying toward the all-weather pitch provision. Portable floodlights to allow or year round access.

### Sport Philosophy at Black Firs

Sport is a formalised form of structured-play and we believe that learning through play is a key lifelong learning activity. Play is how we rehearse real-life scenarios; sport is about how we learn to control our emotional intelligences.

It is now well accepted that humans have multiple intelligences; [Howard Gardner](#) identified nine: - musical-rhythmic, visual-spatial, verbal-linguistic, logical-mathematical, bodily-kinaesthetic, interpersonal, intrapersonal, and naturalistic, existential-moral. Physical education & sport develop most of these but bodily-kinaesthetic - the control of one's bodily motions and the capacity to handle objects skilfully is the most obvious.

Emotional Intelligence, as defined by [Daniel Goleman](#), highlights intrapersonal & interpersonal intelligences. Intrapersonal intelligence is learning and knowing about what your own strengths & weaknesses are, accepting them and learning how we can improve them; it's about learning what makes us unique but also valuing the strengths of other individuals and realising that it's as a team, with different unique individual skills, we succeed.

Intrapersonal intelligence is also about being able to predict your own reactions & emotions and learning to control them. Managing defeat and success, as Kipling tells us "if you can meet with Triumph and Disaster and treat those two impostors just the same". Sportsmanship - knowing how to loose with good grace but also knowing how to win. Knowing that wining is not about beating other people, but about being the best you can be; about personal best. This area has to do with introspective and self-reflective capacities.

Good Interpersonal intelligence is characterised by sensitivity to others' moods, feelings, temperaments and motivations, and their ability to cooperate in order to work as part of a group. According to Gardner "Interpersonal intelligence is often misunderstood with being extroverted or liking other people..." Those with this intelligence communicate effectively and empathise easily with others, and may be either leaders or followers. They typically learn best by working with others and often enjoy discussion and debate. Gardner believes that careers that suit those with this intelligence include sales persons, politicians, managers, teachers, counsellors and social workers.

### The "Big Five" factors of personality



In contemporary psychology there are five broad dimensions of personality that are used to describe human personality. These traits are broad domains used to categorise personality. The Big Five factors are openness, conscientiousness, extraversion, agreeableness, and neuroticism; the acronym [CANOE](#) is used to focus on application of personality. Beneath each factor, a cluster of correlated specific traits is found; for example, extraversion includes such related qualities as gregariousness, assertiveness, excitement seeking, warmth, activity, and positive emotions.