

Evidencing the impact of Primary PE and Sport Premium 2015

It is expected that schools will see an improvement against the following 5 key indicators

- The engagement of all pupils in regular physical activity, kick starting healthy active lifestyles.
- The profile of PE and sport being raised across the school as a tool for whole school improvement
- Increased confidence, knowledge and skills of all staff in teaching PE and sport
- Broader experience of a range of sports and activities offered to all pupils
- Increased participation in competitive sport

Purpose of the sports grant: To achieve self-sustaining improvement in the quality of PE and sport in primary schools.

Overall impact of the PE and Sport Premium 2014-2015		
Key priorities to date	Key achievements/what worked well	Key learning/what will change next year
Review overview scheme of work for each year group considering school assessment grids	Assessment grids were produced for each year group in line with the new NC, for each skill area.	Staff will collate their evidence through the use of their assessment grids but will be asked to drop any photographic/video evidence onto the server into their designated folder to be later uploaded onto target tracker.
Raise the awareness of the importance of differentiation within lessons. Provide a list of resources to support planning and differentiation	MF observed 3 lessons and noted that differentiation is activities was clear to see and in some cases, adults were suitably deployed.	Focus on the implementation of the new NC and emphasise the importance of progression within PE lessons.
Conduct observations focusing on the	Varieties of resources were used well	Raise the awareness of challenging the more able children and conduct informal

implementation of the new curriculum and overall teaching in PE	in lessons and activities matched appropriate skills for each year group.	observations. Within lessons, focus on the importance and impact of feedback to the ch through the use of ipads and verbal feedback.
Hold learning conversations with pupils and teachers with a focus on resources being used in lessons	Children were able to confidently talk about the skills they are developing in PE rather than the sports they are covering. Children understood that skills can underlie a number of sports such as defence techniques in netball, basketball and tag rugby. They could also list the types of equipment they had used in lessons in a number of different areas	Ask ch to comment on the impact of our new coaches being used in school and after school sessions. Ch to comment on any outside clubs they currently take part in and to compare this figure to the end of year. Display children's comments on a PE board. QFirst information on board and any outside club information to be displayed for ch to read.
More able children within each year group identified within each skills/area and unit.	No evidence provided for this objective	Raise the awareness of challenging the more able children and conduct informal observations.
Establish new clubs for children and introduce them to previously unknown activities such as cheerleading and dodgeball	Some extracurricular clubs have taken place for classes who have been identified as having little provision, namely KS1 and lower KS2. Although this is something that needs to continue next year.	Introduce QFirst sports to the staff and devise a half termly overview to show the sports/activities being covered and for the corresponding year groups. Introduce lunchtime leaders to the ch at the lunchtime and introduce Our sports

		organising crew as an opportunity for an after school club.
Plan for opportunities with other agencies in a PE lesson for each year group, either within or outside of school e.g. orienteering	A number of KS2 classes had the opportunity to experience PE outside of school such as orienteering and athletics and the whole school were involved in Healthy Living workshops.	Continue to assign orienteering activities for Y1, Y3 and Y5 in line with the national curriculum.
Create opportunities for PE based whole school enquiry with progression of skills using outside coaches for teacher support.	The whole school were involved in a dance enquiry. All year groups chose a decade of dance to rehearse and perform to parents as an end of term event(Spring term)	Continue to use outside coaches (QFirst) to support teachers during lessons. Teachers to evaluate the impact of the coaches at the end of the term and how the coaches have improved your teaching practice for that particular skill.
Ensure all children are able to swim minimum requirement of 25m by the end of Y6 by taking for extra swimming lessons.	Children in Y6 identified as unable to swim 25m were given the opportunity to achieve this in a week of intensive lessons at the local leisure centre.	Continue to take Y4 to swimming sessions for a half term.

Please see attached PE action plan (2014-2015) for areas for development, priorities and next steps.

The impact and amount spent during the 2014-2015 academic year			
Activity	When/Duration	Amount	Impact
Sound Education: Cheerleading Workshop	5 weeks. Week beg 14.11.14	£450.00	Y1 and Y2 children had the opportunity to experience a different activity. This also targeted the ch who had previously had little provision previously.
Skipping workshops for all year groups	1 day. April 2015	£325.00	Ch worked in small groups to play various skipping games. Skipping ropes were provided at lunch time for the ch and staff to play the various games they had been taught. Ch should be encouraged to paly skipping games next academic year as a lunchtime activity led by the luchtime leaders.
Scooters the race experience	1 day. Cancelled due to weather conditions. Rescheduled for 14.10.15	£450	RM interviewed ch. Ch enjoyed the experience and liked the idea of moving to music. Some ch explained that they had never been on a scooter before but would now like to have another go.
A Life Healthy workshops	1 day. June 2015	£650	Ch were encouraged to talk about their own lifestyles and diets and ask questions to the coach. Ch were able to work in small groups to
Bass UK (Becky Adlington) Swimming top up lessons	1 week. 6 th to 10 th July	£450	All outstanding children achieved their 25m from the sessions.
Equipment consisting of: Junior size wind balls for cricket,	Various stages across the year.	£6,260.10	Improved the quality of the equipment and resources the children are using. Ch requested a new netball kit, kit was

skipping ropes, sports storage trolley, stickers for sports day, netball bibs, netball posts and padding, ping pong packs, 2 large playground kits, junior springboard, netball kits, gym mats, balancing logs, new wooden engine on outdoor train, storage boxes for PE shed, football socks,			improved and included school logo. Hoodies and joggers can be used for athletics team. Playground equipment to be used during lunchtime activities to improve participation, team building skills, involvement of ch who are reluctant to participate and encourage levels of competition.
Transport for orienteering	1 half day (Y3)	£120	Ch took part in out of school orienteering activities. Ch worked in teams to apply their understanding of orienteering from PE sessions to a larger scale.
Supply cover for MF	Half day 19 th and 21 st May 1 day 8 th June 25 th and 26 th June	£449.00	MF conducted observations, position paper and attended sporting venues.
Sports Premium Fund for 2014/2015 academic year: £8,960			
Total Spent during 2014-2015 academic year: £9,154.10 (overspend of £194.10)			

Overall impact of the PE and Sport Premium 2015-2016		
Key priorities to date	Key achievements/what worked well	Key learning/what will change next year
Review each scheme of work for early years through to KS2, considering	Ongoing	Schemes of work do not clearly outline or demonstrate progression- schemes of

<p>assessment statements and monitor progression across the key stages</p>	<p>Assessment grids have been given to class teachers to use and PE folders have been set up for classes to drop any evidence into, ready for target tracker.</p> <p>RM devised a progression route map for PE for KS1, LKS2 and UKS2.</p>	<p>work need amending and informal observations need to take place in Autumn 2 to ensure staff are adhering to the progression route map.</p>
<p>Raise the awareness of the importance of challenging the more able and conduct informal observations.</p>	<p>Ongoing- linked to SDP.</p> <p>Staff to discuss areas for improvement in terms of challenging the more able ch within a lesson.</p>	<p>Discuss with staff through informal conversations how they currently challenge the more able ch in their current PE lessons and how to enhance this further.</p> <p>Informal observations to take place in Autumn2.</p>
<p>Begin to use technology (ipads) in PE sessions to collect evidence and to emphasise the importance and impact of feedback to ch within lessons.</p>	<p>Ongoing- link with SDP, the impact of feedback to children.</p>	<p>Informal observations to take place in Autumn2 to comment on any use of formative assessment being used in lessons.</p>
<p>To improve the provision and quality of physical activities for children, considering extra-curricular opportunities.</p> <p>RM met with H Cunningham (QFirst) to devise a yearly overview. Emphasis on the</p>	<p>All year groups have the opportunity to access extra-curricular activities across the year.</p> <p>Staff should improve their own practice, whilst supporting and</p>	<p>Evaluate the impact at the end of year.</p>

<p>extra-curricular clubs, curriculum support sessions, lunchtime activities and after school club children.</p>	<p>observing PE coaches in PE sessions.</p> <p>Children have a focus during lunchtimes. Older ch in UKS2 have responsibility to lead activities as a lunchtime leader after xmas and some ch will lead a sports organising crew after school</p>	
<p>Meet with JC to devise a system for Y5 and Y6 children to become lunchtime leaders. Children will be responsible for leading activities and the Huff and Puff equipment.</p>	<p>RM and JC met to devise the system. Ch will be selected in Autumn 2 for a lunchtime leader.</p> <p>RM to create a sports organising crew for Y6 children (mainly after school club Y6 ch) ch to lead a weekly after school club multi skills session for younger year groups.</p> <p>RM to create leaders board in KS2 corridors.</p>	<p>Evaluate the impact at the end of year.</p>

Please see attached PE action plan (2014-2015) for areas for development, priorities and next steps.

The impact and amount spent during the 2014-2015 academic year			
Activity	When/Duration	Amount	Impact
QFirst Sports coach sessions- including curriculum support, after school club sessions, lunchtime leaders and OSC sessions.	Autumn term 7 weeks- week beginning 7 th Sept.	£1,175.00	Children have had a wide range of activities. See attached Autumn 1 sports overview.