

**Market Drayton Infant School and
Nursery
PE and School Sport Report
2014-15**

Market Drayton Infant School and Nursery PE and School Sport

What are the school's visions and aims for PE and School Sport?

The provision of high quality PE and school sport is underpinned by the schools vision and values. We value:

- Respect - PE and School sport is an excellent opportunity for children to develop respect
- Independence - children have the opportunity to develop a range of skills independently
- Communication - communication in PE and School Sport is vital for children to develop the skill of communication, particularly in relation to team sports
- Enjoyment - Enjoyment is a key aspect of PE and School Sport delivery. We aim to give the children a range of opportunities that are fun and enjoyable and will lead to a lifelong commitment to staying healthy and participation in sport.

These values will be used to underpin the following aims for PE and School Sport:

1. High quality provision of PE within school, with staff that have a secure subject knowledge and are confident in delivering PE
2. Increase participation rates in a range of sports
3. An increase in competitive school sports
4. A physical education programme that is fully inclusive
5. A range of provisional and alternative sporting activities
6. Partnership work on PE with other schools and local partners
7. Greater awareness of pupils about healthy lifestyles, including the dangers of obesity, smoking and other activities that undermine pupils' physical well-being

What is the School Sports Premium?

The Sports Premium Grant is provided jointly by the Department for Education and Sport in Primary Schools. Schools receive a lump sum of money, plus an amount based on the number of pupils in the school. For the period September 2014 to July 2015, the school has been allocated a total of £9,320.

At Market Drayton Infant School, we believe that offering children a wide range of high quality experiences is very important; to

this extent we use some of our school budget to fund a range of sports activities each year. However, the sports premium funding allows us to supplement this with new activities and opportunities.

The following pages summarise the main priorities for Sep 2014-July 2015 and how the money has been spent. This is followed by a summary of the action plan for 2015-16.

PE PRIORITY: KEY OBJECTIVE and OVERALL EXPECTED OUTCOME (measurable): Develop the quality of PE and sports provision across the school over a two year period. Outcome: The school delivers high quality PE, access to competitive school sport and raised awareness of healthy active lifestyles, with clear links with the wider community and sports providers.

Action	Success criteria	Timescale and key personnel	Total Cost
Buy into Grove Secondary link PE specialist, including Quality Mark.	<ul style="list-style-type: none"> There is a clear audit of PE provision and a clear plan for priorities for 2014-15 academic year A sustainable group of PE co-ordinators meet at least on a termly basis to share best practice across schools and expertise. The Quality Mark is retained at the same level or higher. 	Academic Year 2014-15. RL Termly meetings. 16th Sep 1 p.m. - heads and PE leads	£1700
To re-establish and co-ordinate a programme of local inter-school competitions.	<ul style="list-style-type: none"> Increase the opportunities in KS1 participation in competitive sport through inter school competitions e.g. cross country, sports hall athletics, gymnastics, tennis. Record of participation. A sustainable framework for local inter-school competitions. Record of participation. 	Linked to Grove offer and liaison with other schools Sep 2014-July 2015 Transport costs £150	£150
To develop intra-school sports competition within each year group	<ul style="list-style-type: none"> Intra-schools sports competitions are established in each year group and a sustainable yearly programme exists - record of participation. Through School Council children are surveyed about PE and School Sports 	RL/SS/KS + Grove students + link governor 24th Oct Y2 Unihoc. 5th Dec Y2 Football. 13th Feb Y2 Tag rugby 20th Mar Y2 Netball 27th Mar Y1 Comp - Netball £250 Trophies	£250
Strengthen links with local providers to enhance provision both in and out of school.	<ul style="list-style-type: none"> Professional development and for the involvement of school sports provision in extra-curricular activities - staff questionnaires. Extra-curricular opportunities include a range of sports including Ju-Jitsu, Gymnastics, Tennis, Multi-sports. Percentage uptake. 	Links to Grove offer and connections the school has already established. Ongoing. £750 (Swimming) £400 (Rugby)	£1150

<p>PE link governor (MP) 2 x visits to school to review provision with PE and how impact has raised standards in provision.</p>	<ul style="list-style-type: none"> • Link governor has full awareness of the work that has been implemented in school to drive forward the standard in the delivery of quality PE. • Visits ensure that the school is using sports funding appropriately and the school management can be held to account. Evidenced in governors log. 	<p>2 x visits over school year.</p>	<p>£720</p> <p>£15,836</p>
<p>Children in KS1 to participate in two blocks of work linked to Tri-Golf and Arrows Archery. Include training for staff on how to set up - including TAs.</p>	<ul style="list-style-type: none"> • Children are given the opportunity to participate in a range of sporting activities that they would not usually participate in as part of the PE delivery and this is built in and becomes part of the school offer and identified in LT plans. 	<p>Staff meeting for teachers and TAs 15th April 2015 to look at delivery of sports. Release time for TAs.</p>	
<p>Key staff are trained to deliver the Cool Kids Programme. Children are identified using criteria and programme is monitored.</p>	<ul style="list-style-type: none"> • Cool Kids Programme is established as an intervention group for children who have fine/gross motor needs. The children are assessed, intervention is planned and progress is reviewed. 	<p>Key staff in each year group. Training 26th Sep RL/JG/SS Release time for staff training and for the delivery of the programme 12 wk is 20hrx£12=£240 per TA. Total=£720</p>	
<p>PE Specialist to work with staff to upskill staff in teaching of PE</p>	<ul style="list-style-type: none"> • Staff have improved subject knowledge and are more confident in delivering high quality PE 	<p>RL to work with staff.</p>	
<p>Monitoring:</p> <ul style="list-style-type: none"> • Half termly meetings between PE specialist and HT • Lesson observation • Joint lesson delivery and peer coaching • Link governor • Monitoring of spending reported to Finance Committee 			<p>Total Expenditure: £19,806</p>
<p>Evaluation of impact: Linked to Quality Mark Self Evaluation Impact as measured from teacher responses gathered one year after implementation.</p>			<p>Total amount of School Sport funding received: £9,320. Further amounts met from school budget.</p>

Resources and Training Needs:

PE specialist working alongside staff to 'up skill' them.

Sports funding to be used: employ staff member 2 days per week for academic year, buy into Grove 1 day offer, using sports clubs to deliver quality coaching in school and supporting staff development. The school has budgeted for extra finances to support the full delivery.

What has been the impact so far?

1. High quality provision of PE within school, with staff that have a secure subject knowledge and are confident in delivering PE

The PE specialist works in schools two days a week. Following the audit at the end of last year areas for continued professional development that were identified were dance, swimming, gymnastics, tag rugby, hockey, arrows archery and tri-golf.

Area of CPD	Training given and Impact																												
Dance	Teachers in Year 1 had a dance specialist (C. Watts) working with them in the autumn term. This followed the format of working with a class of pupils over a period of five sessions. All teachers observed this block of work which focused on building dance around a theme. Lesson plans for the whole block were shared with the teachers. This gave teachers experience of how to build dance around a theme and increased children's engagement and enjoyment of dance.																												
Swimming	Three teachers in Year 2 completed ASA Level 1 swimming. As a result all staff delivering swimming had completed relevant training so were better equipped to deliver swimming sessions.																												
Gymnastics	<p>2 members of staff expressed the need for support in teaching gymnastics in Sep 2014. The majority of staff were still only 3 and above (scale rating), in their confidence to teach gym. The training was used to reinforce ideas by introducing the STEPS Level 1 scheme alongside the Val Sabin scheme already being more confidently used. Gives more focus to specific gymnastic skills.</p> <p>The table below shows the number of staff who gave a scale rating below 2 in the following areas, prior to training.</p> <p><u>Before staff training</u></p> <table border="1"> <thead> <tr> <th>Areas of knowledge within a P.E. lesson</th> <th>EYS/Rec(4)</th> <th>Y1(3)</th> <th>Y2(5 staff)</th> </tr> </thead> <tbody> <tr> <td>Planning</td> <td>1</td> <td>1</td> <td>2</td> </tr> <tr> <td>Delivery</td> <td>1</td> <td>3</td> <td>2</td> </tr> <tr> <td>Skills knowledge</td> <td>1</td> <td>3</td> <td>5</td> </tr> <tr> <td>Use of resources</td> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>Confidence</td> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><u>Gymnastics Staff Meeting</u> <u>18thSept 2014</u> Staff asked to bring along PE folders to update the Knowledge in gymnastics in each year group.</p>	Areas of knowledge within a P.E. lesson	EYS/Rec(4)	Y1(3)	Y2(5 staff)	Planning	1	1	2	Delivery	1	3	2	Skills knowledge	1	3	5	Use of resources	1	2	3	Confidence	1	2	3				
Areas of knowledge within a P.E. lesson	EYS/Rec(4)	Y1(3)	Y2(5 staff)																										
Planning	1	1	2																										
Delivery	1	3	2																										
Skills knowledge	1	3	5																										
Use of resources	1	2	3																										
Confidence	1	2	3																										

New copies to be given out, children's prior knowledge in Year 1 and Year 2. The skills they should have previously covered are listed according to the topics covered in the Val Sabin scheme. This shows the progression.

In the last PD session we covered how to set up the hall into 5 areas of equipment when using the apparatus. Ensuring the children have a variety of starting options at the each piece, starting anywhere NO queueing.

We discussed the importance of the use of the correct language - body tension, the body positions for capital letter and full stop and how to create a gymnastic sentence.

In year groups the Steps (BAGA) scheme was introduced. All three areas, body management, floor and vault seem to compliment and further add to support the staff in what we have already established in our gym curriculum. Staff were already aware of the basic body shapes and which shapes were aimed at each year group to ensure all were covered. (Fig 1) How to improve body management ideas will help staff encourage less able children to develop these shapes. The Step 1 vault has two options, one without a springboard, staff can work on either options, (Y2 only has the option to use the springboard for progression) as a vault the children can perform. (Fig 2) How to improve the vault coaching points will again help staff with the finer details. The vault could be taught as a whole class lesson or as one of the 5 areas of equipment. The Floor Exercise sequence (Fig 3) has been split into a section for each year group and again could be worked on the skills as a class or as one of the 5 areas of equipment.

Staff were given an opportunity to teach a body shape with tension and swap to make they were aware of the wording to help the children.

The Floor Exercise, 2 mats end to end. WHY?

- * Y2 competition to work towards in Jan
- * to increase the focus on body tension towards performance
- * the part for each year group fits the relevant body management shapes
- * encourages building a sequence.

The staff were given the opportunity in their year groups to teach each other part of the sequence to see and feel how it fits together.

After staff training

- Staff were given notes to study and annotate.
- Took part in learning section of floor routine for their year group, consistent terminology used i.e. Capital letters and full stops start and finish, use of equipment. Where to stand, use of yourself and TA.

Comments made by staff

- See how to organise the lesson and understand the progression of skills through each year group and across key stage
- Understanding the importance of body tension, teaching points of body shapes
- Feel happier how to support....forward roll(Y2)

- Use of (apple)CORE, capital letter and full stops
- Looking forward to using new ideas, put into practise, using a set floor routine.

Actions to embed

- One staff requested further observations and modelled lessons with children.

Staff confidence (averaged scale ratings 1 to 5) had risen from 2.3 to 3.75 in their ability to teach gymnastics after staff training. There is a clear plan of what children should be able to do at each year group. 23rd September 2014

Tag Rugby

Conclusions drawn from staff Tag Rugby Questionnaire Jan 2015

3 members of staff expressed the need for support in teaching tag rugby in July 2014. The majority of KS1 staff were 4 (scale rating), in their confidence to teach rugby, the Rec staff were less confident and were those that felt the need for more support, still at 1 (scale rating). The training was used to reinforce ideas by introducing the basic ball skills in clear activities which the staff actually took part in themselves.

The table below shows the number of staff who gave a scale rating below 2 in the following areas, prior to training.

Before staff training

<u>Areas of knowledge within a P.E. lesson</u>	EYS/Rec(5)	Y1(3)	Y2(5 staff)
Planning	5	1	4
Delivery	5	1	3
Skills knowledge	5	1	4
Use of resources	5	1	4
Confidence	5	2	4

After staff training

- Staff were given notes to study and annotate.
- Took part in actual skills that you would teach to the children, also showing how to set up groups of chn and setting up of equipment, where to stand, use of yourself and TA.
- Modelling skills by yourself, using children to model skills.

	<p><u>Comments made by staff</u></p> <ul style="list-style-type: none"> • Understand the rules better, know how to implement a game • Understanding the breakdown of the skills and new ideas • Got a lot from the experience of refereeing a game • Better use of TA, making sure whole class busy. • Looking forward to using new ideas, put into practise. <p><u>Actions to embed</u></p> <ul style="list-style-type: none"> • One staff requested further observations and modelled lessons with children. Possibly some team teaching. <p>Staff confidence (averaged scale ratings 1 to 5) had risen from 1.92 to 3.71 in their ability to teach tag rugby after staff training. 22nd June 2015</p>
Hockey	<p>Hockey Staff Meeting 10/9/14 Holding a stick - 2 hands, 1 hand, stick races, relays. Basic skills - PUSHING STOPPING DRIBBLING Individual stick and a ball. Between feet, side to side. 2's - one cone, start line, dribble up to, round cone and back, turning left then right. 4's - 6 cones, one ball, dribbling round cones and back. 5 Groups of six children, 12 cones in a large square -</p> <ul style="list-style-type: none"> • Dribble in and out • Stuck in the mud • King of the ring • Rob the nest 6 hoops, lots of small balls • Keep ball 6chn with bibs, others dribble away and keep their ball <p>2's dribbling and passing, 3 cones shape of triangle, dribble to cone and pass. SHOOTING Make lots of goals, 4 pop up, skittles all around edge of road area, OR 5/6 goals in teams with a marker to shoot from. GAME Set up the games, one per adult 7v7, rules in folder.</p> <p>Staff had 'hands on' session and had clear guidance on basic skills, in turn this will impact on the children's skill development.</p> <p>As a result of this staff were confident enough for the children to take part in an intra-school hockey tournament. All year two children participated in teams of six. Grove Year 10 students helped to referee, score and organise the event and they commented on the high level of skill that the children had for such a young age.</p>

	<p>Comments from the children include: "I liked getting the goals. It was hard to move your stick around." Ryan "It was really good fun and challenging. I thought it was going to be easy but it was much harder. It was all about taking part with your team not just winning." Lysander</p>
<p>Arrows Archery and Tri Golf</p>	<p>Staff Meeting Notes</p> <p>Archery:</p> <ul style="list-style-type: none"> • Sideways 'T' stance, tummy facing for RH/LH • Face down the range, cones used to stand behind • Target, diff sides, hoops for distance • Bow, table for which way up, held with arm straight. Arrow clicked on between the gold markers, sits until ready to pull • Adjust distance for Rec, Y1 and Y2 • Establish R/L handedness • Importance of safety routing, following instructions...individual or group firing, nobody collects arrows until told to do so <p>Golf:</p> <ul style="list-style-type: none"> • Equipment Woods and Putters (2 LH of each) string bag is hung in PE shed • Small airflow or golf balls • Flags (2 sets) 5 coloured, 5 coloured with numbers • Yellow markers for bunkers, green cones for 'Ts' in rectangle shape • Teaching points for woods <ul style="list-style-type: none"> ○ Stiff, straight shoulders ○ Look down, look where the ball was until gone ○ Slow back swing, weight moves forward and swing through • Teaching points for putters <ul style="list-style-type: none"> ○ Stiff straight shoulders ○ Look down and follow the ball as hit ○ Slow back swing, NO weight change, minimal swing through <p>Staff have had basic 'hands on' introduction and can start to use the equipment with the class.</p> <p>This has led to children having access to alternative sports which they may not encounter. All year groups have participated in these sports.</p>

Since the introduction of the funding staff have completed three questionnaires. This asks them about:

- How confident they are at teaching different aspects of PE, including games, dance, gymnastics and swimming.
- What help they need with planning for PE
- What would help them become more confident e.g. resources, planning, how to use equipment
- What they felt they would need the most support in

Staff gave a confidence rating 1 (least confident) to 5 (most confident)

The results of this questionnaire allow for areas of support to be identified and also takes into account the support needed for new staff.

The table below shows a summary of staff confidence bands over a two year period.

Games/Area of PE	September 2013 Average confidence of teachers in teaching area of PE 1 (low) - 5 (high)	July 2014 Average confidence of teachers in teaching area of PE 1 (low) - 5 (high)	July 2015 Average confidence of teachers in teaching area of PE 1 (low) - 5 (high)
Football	2.8	3.0	3.2
Netball	2.8	3.4	3.9
Tag rugby	1.6	2.8	3.7
Uni hoc	1.9	2.5	3.5
Tennis	2.6	4.3	4.0
Kwik Cricket	1.8	3.8	3.4
Dance	3.6	3.8	3.9
Gym	3.3	3.6	4.0

Swimming	3.7	3.7	4.0
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'Where teaching is at its best, teachers promote outstanding attitudes to learning through challenging activities, a lively pace and the opportunity for growing independence. For example, in a physical education lesson, Year 1 pupils were introduced to a simplified form of hockey. After a brief discussion about safe use of the equipment, they were quickly working in pairs and learning the difference between a 'push' and a 'hit'. Ofsted 2013

2. Increase participation rates in a range of sports

From the information we have gathered children take part in a wide range of outside school activities such as dance, swimming, gymnastics, ju-jitsu, karate, football, tennis, horse riding and rugby.

The school offers a wide range of extra-curricular activities linked to sport and the uptake for these has been:

- Jujitsu - 22 children have accessed this for the year - 8% of the school population. This has been full to capacity. This has doubled in number from the previous year - 100% increase.
- Gymnastics - Two sessions are offered over the week and it is full to capacity taking a total of 60 children over the week. In total 80 children have accessed this over the year, 30% of the school population. This has shown a 400% increase from the previous year.
- Multi-sports (Stoke City) - This club ran in the autumn and summer terms and was full to capacity with a total of 80 children accessing the club at some point during the year. 30% of the school population has accessed this.
- Tennis - Two blocks of tennis sessions have taken place over the school year. 13 children in total have accessed this, 5% of the school population.
- Swimming - the school has supported 7 children in receipt of Pupil Premium funding to access swimming lessons.
- 69% of children in receipt of Pupil Premium have been supported to access after school activities - an increase of 43% from the previous year.

3. An increase in competitive school sports

Prior to September 2013 competitions within school and between schools did not take place. The children have had a much wider range of sports to take part in competitively, both in school (intra-school) and between schools (inter-school).

Intra-school

Intra-school sports have further developed this year. As well as football there have also been hockey, netball and rugby tournaments. All of year 2 children participated in these, which means 86 children have participated in these tournaments.

"I enjoyed having a go at winning the tournament against the other classes." Rachel, Year 2 Football.

"It's hard to control the ball with your feet especially when you are running fast." Ryan M, Year 2 Football.

"I liked choosing the team names and the teams." Isla, Year 2 Tag Rugby.

"It was great fun. We had to do lots of running. I liked having the rugby trophy in our classroom." Marcel, Year 2 Tag Rugby.

"I can't wait for the next tournament!" Ryan H, Year 2 Tag Rugby.

"I like playing lots of games." Ella, Year 2 Hockey.

"I liked getting the goals, it was hard to move your stick around!" Lysander, Year 2 Hockey.

The whole school also participated in a mini-marathon. This was reported in the Shropshire Star as follows:

Market Drayton pupils run mini marathons to help raise cancer funds

Hundreds of children helped to run a combined total of five marathons in an hour to raise money for a cancer charity. All 270 youngsters at Market Drayton Infant School took part in the challenge to get funds for Clic Sargent. The charity cares for children with cancer providing support for families at home and in hospital from the day of diagnosis. Children in Reception and Year 1 ran about 800m around the school field and town park once and Year 2 pupils did twice the distance.



Mrs Simmons' mother Pam Sherwin said the whole event went to plan and the children had a great time.

Pam Sherwin said: "It was lovely the school wanted to support my fundraising for Clic Sargent. Each child brought 50p in to take part and altogether have raised £140. It was a great morning - the children loved it. I chose Clic Sargent to start raising money for as

my husband, Keith, died of cancer 15 years ago and would have been 65, so I wanted to mark that. Having personally experienced the devastating effect of cancer on the whole family, I can only imagine how hard it must be to hear that your child has cancer. I am going to be taking part in the London Marathon later this month so that is where the idea of running mini marathons came from."

Pam has raised more than £2,000 so far for the charity.

<https://www.youtube.com/watch?v=UXXPXssHJZM>

Inter-school sports have included:

Cross country - 12 children - Year 2 boys team came first and the Year 2 girls team came second.

Mini-red tennis - 4 children - The team finished 5th in this and this included competing against children in Year 3 and 4.

Gymnastics - 8 children - The children were the overall winners of the competition.

Football - 8 children - The children were the overall winners of the competition and were highly praised by the teacher who took them for being showing great sportsmanship.

Archery - 6 children - The children came 8/11 schools and this included competing against Year 5 and 6 children.



4. A physical education programme that is fully inclusive

The school has a clear policy to include all children in all aspects of the curriculum. To widen this further two members of staff have attended the 'Cool Kids' training and have trained other members of staff in school. Cool Kids is when the children take part in a daily exercise group for a period of time. Over time we expect to see an improvement in a child's ability to settle into class, in paying attention and in cooperation during dressing and other care activities.

Sessions of Cool Kids have run this year from Reception to Year 2 and 27 children have accessed this. An example of the impact is outlined in the table below:

Session Dates	Pre Assessment	Post Assessment
12 th Jan - 9 th Feb2015	Score 12	Score 15

2 nd March - 27 th March 2015	Distracted and upset. Low arousal levels.	Relaxed and giggling. Completed tasks confidently.
12 th Jan -9 th Feb 2015 2 nd March - 27 th March 2015	Score 11 Distracted and reluctant to try the tasks. Low arousal levels.	Score 16 Happy and smiling, confident to try and complete tasks.
12 th Jan -9 th Feb 2015 2 nd March -27 th March 2015	Score 6 Un-coordinated and struggled with understanding.	Score 16 Happy and confident, marked improvement in coordination.
12 th Jan - 9 th Feb 2015 2 nd March - 27 th March 2015	Score 11 Rigid muscle tone and low arousal levels.	Score 16 Happy and relaxed . More confident.
12 th Jan - 9 th Feb 2015 2 nd March -27 th March 2015	Score 11 Arousal levels low/ tense muscle tone.	Score 12 Slight improvement, still poor arousal levels.
12 th Jan - 9 th Feb 2015 2 nd March - 27 th March 2015	Score 13 High arousal levels/ giggling/ not following instructions.	Score 15 More relaxed/ more focused. Following instructions with support.
12 th Jan - 9 th Feb 2015 2 nd March -27 th March 2015	Score 12 Low arousal levels/ struggled following instructions.	Score 15 More focused and on task. Relaxed while completing task.
12 th Jan - 9 th Feb 2015 2 nd March -27 th March 2015	Score Ethan recovering from a broken arm.	Score 15 Each activity completed with caution.

5. A range of provisional and alternative sporting activities

The school has bought Arrows Archery and Tri Golf through the Sainsbury's school vouchers. This equipment arrived in school in the autumn term and all teaching staff have had training for both of these.

A group of children in receipt of Pupil Premium have had sessions with the PE specialist linked to arrows archery. All of the children who accessed the Cool Kids programme had follow on sessions of arrows archery as this builds on the physical development, particularly the development of the upper body. Two reception groups, three Year 1 groups and 3 Year 2 groups took part in arrows archery. The children were interviewed in year groups separately to find out their thoughts about sport and trying new activities. These sessions not only followed on well from Cool Kids, but offered the children a range of sports.

The school received a lottery funded grant for £8,500 to purchase outdoor gym equipment. This was installed in May half term and increases the opportunities for physical activity at break and lunch times and can be used during PE sessions.

6. Partnership work on PE with other schools and local partners

The school has worked in partnership with other schools in the Market Drayton area (12 in total). The school has bought into the support of a secondary link sports teacher from the Grove. This has had an impact in the following ways:

- Schools have a clear audit tool for PE using the Youth Sports Trust Quality Mark. This has enabled the school to audit current provision and identify areas for development. The school has updated the review and has embedded practice and achieved the gold quality mark award subject to validation.
- Increase in competitive sport through links with other schools. For the Infants this has included cross country, tennis, gymnastics and football (most of these have involved the children competing at a higher level than their age range).
- Support network for staff - to share ideas and best practice within schools.

The school works with a range of local partners to support the delivery of PE and School sport including ju-jitsu, tennis, Stoke City and gymnastics. This has meant that the school is able to offer a wider range of activities after school for children.

7. Greater awareness of pupils about healthy lifestyles, including the dangers of obesity, smoking and other activities that undermine pupils' physical well-being

Outdoor learning is one of the key drivers for the curriculum. The school has worked extremely hard to ensure that children have the opportunity to learn outdoors. Ofsted recognized this as one of the school's strengths: *'Teaching is consistently at least good, and occasionally outstanding. Teachers know the children very well and always match the work to their needs. Much of the best learning happens outdoors.'* (Ofsted 2013) There is now an outdoor learning lead for the school. The school continues to train practitioners in outdoor learning and five further staff have trained this year.

The new outdoor gym equipment means that the children have an increased range of outdoor equipment to access at break and lunch times, therefore increasing children's awareness and opportunities for a range of purposeful physical activities which will increase the heart rate and should over time help the children realise the need for an active lifestyle.

PE and School Sport Priorities for 2015-16

KEY OBJECTIVE and OVERALL EXPECTED OUTCOME (measurable): Develop the quality of PE and sports provision across the school over a two year period.
 Outcome: The school delivers high quality PE, access to competitive school sport and raised awareness of healthy active lifestyles, with clear links with the wider community and sports providers.

Action	Links to Aims for PE and School Sport	Success criteria	Timescale and key personnel	Total Cost
<ul style="list-style-type: none"> Employ primary PE specialist to work alongside staff (with a focus on the new teaching staff, HLTAs and TAs), developing expertise and delivering high quality PE 	1. High quality provision of PE within school, with staff that have a secure subject knowledge and are confident in delivering PE	<ul style="list-style-type: none"> PE specialist has upskilled staff subject knowledge and confidence in the delivery of PE, resulting in high quality PE provision. There is a clear audit of PE provision and a clear plan for priorities for 2015-16 academic year 	Sep 2015-Jul 2016 RL.	£15, 836
<ul style="list-style-type: none"> Buy into Activsport 	6. Partnership work on PE with other schools and local partners	<ul style="list-style-type: none"> A sustainable group of PE co-ordinators meet at least on a termly basis to share best practice across schools and expertise. 	Academic Year 2015-16. RL	£750
<ul style="list-style-type: none"> To re-establish and co-ordinate a programme of local inter-school competitions. 	3. An increase in competitive school sports	<ul style="list-style-type: none"> Increase the opportunities in KS1 participation in competitive sport through inter school competitions e.g. cross country, sports hall athletics, gymnastics, tennis. A sustainable framework for local inter-school competitions. 	Linked to Activsport offer and liaison with other schools	Transport costs £150
<ul style="list-style-type: none"> PE link co-ordinator (MP) 2 x visits to school to review provision with PE and how impact has raised standards in provision. 		<ul style="list-style-type: none"> Link governor has full awareness of the work that has been implemented in school to drive forward the standard in the delivery of quality PE. Visits ensure that the school is using sports funding appropriately and the school management can be held to account. 	2 x visits over school year.	NA

<ul style="list-style-type: none"> Set a calendar of afternoon dates for intra school sports competitions 	<p>3. An increase in competitive school sports</p>	<ul style="list-style-type: none"> Intra-schools sports competitions are established in each year group and a sustainable yearly programme exists - record of participation. Through School Council children are surveyed about PE and School Sports 	<p>RL/SS/KS + Grove students + link governor - events to include: Unihoc, Football, Tag rugby.</p>	<p>Medals - £100</p>
<ul style="list-style-type: none"> Increase participation in arrows archery through purchase of equipment and establish orienteering as an alternative provision 	<p>2. Increase participation rates in a range of sports</p> <p>5. A range of provisional and alternative sporting activities</p>	<ul style="list-style-type: none"> Children are given the opportunity to participate in a range of sporting activities that they would not usually participate in as part of the PE delivery and this is built in and becomes part of the school offer and identified in LT plans. 	<p>RL - Staff to train in Y1 - Spring Term 2016</p>	<p>Arrows Archery £800</p>
<ul style="list-style-type: none"> Use IRIS Connect to build up example lessons/guidance for staff for a range of PE so that this can support staff in how to deliver PE and effective practice 	<p>1. High quality provision of PE within school, with staff that have a secure subject knowledge and are confident in delivering PE</p>	<ul style="list-style-type: none"> Staff can access example lessons and guidance for a range of PE sessions through Iris Connect and this will aid teachers and refresh ideas when an area of PE is revisited. 	<p>RL - On going each term</p>	
<ul style="list-style-type: none"> Key staff are trained to deliver the Cool Kids Programme. Children are identified using criteria and programme is monitored 	<p>4. A physical education programme that is fully inclusive</p>	<ul style="list-style-type: none"> Cool Kids Programme is established as an intervention group for children who have fine/gross motor needs. The children are assessed, intervention is planned and progress is reviewed. 	<p>RL/JS</p>	
<ul style="list-style-type: none"> Develop the use of the outdoor equipment so that there is clear progression of how the equipment can 	<p>7. Greater awareness of pupils about healthy lifestyles, including the dangers of obesity, smoking and other activities that</p>	<ul style="list-style-type: none"> Use of the equipment by children has increased in curriculum and at play time (Monitor 3 times over the year) Equipment is used in other subject areas e.g. 	<p>RL</p>	

	<p>Monitoring:</p> <ul style="list-style-type: none"> • Half termly meetings between PE specialist and HT • Lesson observation • Joint lesson delivery and peer coaching • Link governor 	<p>Total Expenditure: £17,636</p>
	<p>Evaluation of impact: Linked to Quality Mark Self Evaluation Impact as measured from teacher responses gathered from start to end of year. Impact of Cool Kids Programme</p>	<p>Total amount of School Sport funding received: £9,340. Further amounts met from</p>
	<p>Resources and Training Needs: PE specialist working alongside staff to 'up skill' them. Sports funding to be used: employ staff member 2 days per week for academic year, buy into Active Sport offer. The school has budgeted for extra finances to support the full delivery.</p>	