

# Market Drayton Infant and Nursery School



## PE and School Sport Report 2015-16

## 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 school's 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. Increased 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 2015 to July 2016, the school has been allocated a total of £9,090.

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 2015-July 2016 and how the money has been spent. This is followed by a summary of the action plan for 2016-17.

**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"> <li>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</li> </ul>	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"> <li>PE specialist has upskilled staff subject knowledge and confidence in the delivery of PE, resulting in high quality PE provision.</li> <li>There is a clear audit of PE provision and a clear plan for priorities for 2015-16 academic year</li> </ul>	Sep 2015-Jul 2016 RL.	£15, 836 + £1800 for staff training course
<ul style="list-style-type: none"> <li>Buy into Activsport</li> </ul>	6. Partnership work on PE with other schools and local partners	<ul style="list-style-type: none"> <li>A sustainable group of PE co-ordinators meet at least on a termly basis to share best practice across schools and expertise.</li> </ul>	Academic Year 2015-16. RL	£750
<ul style="list-style-type: none"> <li><del>To</del> Re-establish and co-ordinate a programme of local inter-school competitions.</li> </ul>	3. An increase in competitive school sports	<ul style="list-style-type: none"> <li>Increase the opportunities in KS1 participation in competitive sport through inter school competitions e.g. cross country, sports hall athletics, gymnastics, tennis.</li> <li>A sustainable framework for local inter-school competitions.</li> </ul>	Linked to Activsport offer and liaison with other schools	Transport costs £150
<ul style="list-style-type: none"> <li>PE link co-ordinator (MP) 2 x visits to school to review provision with PE and how impact has raised standards in provision.</li> </ul>		<ul style="list-style-type: none"> <li>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.</li> <li>Visits ensure that the school is using sports funding appropriately and the school management can be held to account.</li> </ul>	2 x visits over school year.	NA

<ul style="list-style-type: none"> <li>• Set a calendar of afternoon dates for intra school sports competitions</li> <li>• Increase participation in arrows archery through purchase of equipment and establish orienteering as an alternative provision</li> <li>• 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</li> <li>• Key staff are trained to deliver the Kool Kidz Programme. Children are identified using criteria and programme is monitored</li> <li>• Develop the use of the outdoor equipment so that there is clear progression of how the equipment can be used with children of all ages</li> </ul>	<p>3. An increase in competitive school sports</p> <p>2. Increase participation rates in a range of sports</p> <p>5. A range of provisional and alternative sporting activities</p> <p>1. High quality provision of PE within school, with staff that have a secure subject knowledge and are confident in delivering PE</p> <p>4. A physical education programme that is fully inclusive</p> <p>7. Greater awareness of pupils about healthy lifestyles,</p>	<ul style="list-style-type: none"> <li>• Intra-schools sports competitions are established in each year group and a sustainable yearly programme exists - record of participation.</li> <li>• Through School Council children are surveyed about PE and School Sports</li> <li>• 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.</li> <li>• 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.</li> <li>• Kool Kidz 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.</li> <li>• Use of the equipment by children has increased in curriculum and at play time (Monitor 3 times over the</li> </ul>	<p>RL/SS/KS + Grove students + link governor - events to include: Unihoc, Football, Tag rugby.</p> <p>RL - Staff to train in Y1 - Spring Term 2016</p> <p>RL - On going each term</p> <p>RL/JS</p> <p>RL</p>	<p>Medals - £100</p> <p>Arrows Archery £800</p>
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	<p><b>Monitoring:</b></p> <ul style="list-style-type: none"> <li>• Half termly meetings between PE specialist and HT</li> <li>• Lesson observation</li> <li>• Joint lesson delivery and peer coaching</li> <li>• Link governor</li> </ul>	<p><b>Total Expenditure:</b> £19,483</p>
	<p><b>Evaluation of impact:</b> 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><b>Total amount of School Sport funding received:</b> £9,340. Further amounts met from</p>
	<p><b>Resources and Training Needs:</b> 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>	

## 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 swimming, gymnastics, tag rugby, hockey for the new staff appointed and with timetable changes different staff could receive support in dance and tag rugby. Staff identified the need for a more structured 6 week scheme to be written for each sport that staff could see the progression of skills and adapt each lesson to the needs of the children.

Area of CPD	Training given and Impact
Dance	One teacher in Reception expressed the need for continued support in dance in the autumn term. This followed RL taking part in an Imoves dance CPD training at a Primary PE Network Meeting. Have since bought into the Infant Dance Package with fantastic detailed resources in both the planning and music. The lesson plans for the whole block are planned fully. The teacher's confidence has grown immensely and thus increased children's engagement and enjoyment of dance.
Swimming	Two teachers in Year 2 are new to the swimming block. RL delivered some specific training prior to swimming so they were both better equipped to deliver swimming sessions. RL has completed some team teaching in these sessions and supported staff. The swimming programme has been simplified to shorter, more easily used tables for each award. The skills are very concise to use on poolside. Laminated copies of the cards have been given to all staff involved to prepare the children in advance of actually being in the water.
Gymnastics	<p>One new member of staff expressed the need for support in teaching gymnastics in Sep 2015. Two other new members of staff were also involved. RL passed on previous training. The school introduced the STEPS Level 1 scheme to be used alongside the Val Sabin scheme. This gives more focus to specific gymnastic skills but also shows the progression.</p> <p>In the very first 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.</p> <p>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.</p> <p>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</p>

	<p>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.</p> <p>Staff were given an opportunity to teach a body shape with tension and swap, to make them aware of the wording to help the children. The Floor Exercise, 2 mats end to end. WHY?</p> <ul style="list-style-type: none"> <li>* Y2 competition to work towards every Jan</li> <li>* to increase the focus on body tension towards performance</li> <li>* the part for each year group fits the relevant body management shapes</li> <li>* encourages building a sequence.</li> </ul> <p>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.</p> <p><u>After staff training</u></p> <ul style="list-style-type: none"> <li>• Staff were given notes to study and annotate.</li> <li>• 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.</li> </ul> <p><u>Comments made by staff</u></p> <ul style="list-style-type: none"> <li>• See how to organise the lesson and understand the progression of skills through each year group and across key stage</li> <li>• Understanding the importance of body tension, teaching points of body shapes</li> <li>• Feel happier how to support....forward roll(Y2)</li> <li>• Use of (apple)CORE, capital letter and full stops</li> <li>• Looking forward to using new ideas, put into practise, using a set floor routine.</li> </ul> <p>All notes and information passed on to new members of staff.</p> <p>There is a clear plan of what children should be able to do at the end of each year group.</p>
Tag Rugby	<p>One new member of staff expressed the need for support in teaching tag rugby in Sept 2015. RL was timetabled to support the new members of staff to model and team teach. The first of the inter school CPD was planned to be Tag Rugby (after 4 schools out of 12 returned questionnaires.) The majority of KS1 staff were happy in their confidence levels to teach rugby. 1 new member of staff came along to the training, introducing the basic ball skills in clear activities which the staff actually took part in themselves.</p> <p><u>After staff training</u></p> <ul style="list-style-type: none"> <li>• Staff were given notes to study and annotate.</li> <li>• Took part in actual skills that you would teach to the children, also showing how to set up groups of children and setting up of</li> </ul>

	<p>equipment, where to stand, use of yourself and TA.</p> <ul style="list-style-type: none"> <li>• Modelling skills by yourself, using children to model skills.</li> </ul> <p><u>Comments made by staff</u></p> <ul style="list-style-type: none"> <li>• Understand the rules better, know how to implement a game</li> <li>• Understanding the breakdown of the skills and new ideas</li> <li>• Got a lot from the experience of refereeing a game</li> <li>• Better use of TA, making sure whole class busy.</li> <li>• Looking forward to using new ideas, put into practise.</li> </ul>
<p>Year 1 Enrichment:- Arrows Archery Tri Golf Orienteering</p>	<p>Staff Meeting Notes were re-established in the PE folders. A 3 week scheme is written for each of the three activities.</p> <p>Orienteering: Details of the structure of an orienteering lesson were established with the teacher, student teacher and TA that were going to deliver the sports activities in Enrichment.</p> <ul style="list-style-type: none"> <li>• Prior to the lesson set out pots for colour map for that lesson</li> <li>• Children in 2's, need a map, clipboard, pencil and recording sheet</li> <li>• Discuss the map, the key- put finger on points, how to hold the map and which way to stand, NORTH, how to record on the sheet</li> <li>• Show children the numbered pots and the coloured clues inside, they <b>MUST</b> be left where they found them</li> <li>• Return to the teacher between each clue</li> <li>• Can become a race or a timed activity once more proficient</li> </ul> <p>Archery:</p> <ul style="list-style-type: none"> <li>• Sideways 'T' stance, tummy facing for RH/LH</li> <li>• Face down the range, cones used to stand behind</li> <li>• Target, diff sides, hoops for distance</li> <li>• Bow, table for which way up, held with arm straight. Arrow clicked on between the gold markers, sits until ready to pull</li> <li>• Establish R/L handedness</li> <li>• Importance of safety routing, following instructions...individual or group firing, nobody collects arrows until told to do so</li> </ul> <p>Golf:</p> <ul style="list-style-type: none"> <li>• Equipment Woods and Putters (2 LH of each) string bag is hung in PE shed</li> <li>• Small airflow or golf balls</li> </ul>

- Flags (2 sets) 5 coloured, 5 coloured with numbers
- Yellow markers for bunkers, green cones for 'Ts' in rectangle shape
- Teaching points for woods
  - 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
  - Stiff straight shoulders
  - Look down and follow the ball as hit
  - Slow back swing, NO weight change, minimal swing through

Staff have had basic 'hands on' introduction and can start to use the equipment with the class.

This has led to children having access to alternative sports which they may not encounter.

Since the introduction of the funding staff have completed four 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 four year period. It does not take into account new staff starting. Where new staff start they are prioritised for any training needs. 2014 one new member of staff; 2015 three new members of staff.

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)	July 2016 Average confidence of teachers in teaching area of PE 1 (low) - 5 (high)
Football	2.8	3.0	3.2	3.2
Netball	2.8	3.4	3.9	3.9
Tag rugby	1.6	2.8	3.7	3.8
Uni hoc	1.9	2.5	3.5	3.7
Tennis	2.6	4.3	4.0	3.6
Kwik Cricket	1.8	3.8	3.4	3.4
Dance	3.6	3.8	3.9	3.3
Gym	3.3	3.6	4.0	3.7
Swimming	3.7	3.7	4.0	4.3

*'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*

Staff have been identified for support for the next academic year focusing on those who require additional training and two members of staff in the early stages of their career.

### **Staff P.E. Observations**

SS and RL have successfully completed all staff observations. 91% of teaching staff were observed to be "Good" some with elements of outstanding. 9% of staff required improvement and since been observed twice, once internally and the other externally, and seen to be

“good” and “outstanding”.

These observations have shown the high quality PE provision within school. Staff have a secure subject knowledge and are confident in delivering PE.

One staff member has taken part in the new Level 5 PE Qualification. She has taken part in all the full days training and completed all the necessary assignments. She has a very informative folder of useful resources that the school can implement over time.

She is awaiting the result of this qualification through into Sept/October 2016.

### **New Teaching Resources - Iris Connect**

RL has used IRIS Connect to build up example lesson/guidance for staff for a range of PE so that this can support staff in how to deliver PE and effective practice. This is broken down into different elements and skills so that staff can look at the aspect where they need further support. The sports covered so far are netball, football, unihoc and tag rugby. Staff can access these example lessons easily to aid and refresh their ideas when an area of PE is revisited. This resource has also been shared with governors at a Curriculum Committee meeting.

### **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 - 13% of children in Year 1 and 2. This has been full to capacity. This has remained the same from the previous year.
- Gymnastics - Two sessions are offered over the week and 45 children take part over the week. In total 68 children have accessed this over the year, 26% of the school population.
- Multi-sports (Stoke City) - This club ran in all three terms this year with a total of 86 children accessing the club at some point during the year. 33% of the school population has accessed this an increase on the previous year.
- Tennis - Two blocks of tennis sessions have taken place over the school year. 40 children in total have accessed this over the

year, 23% of the school population, a huge increase on the previous year.

- Swimming - the school has supported 6 children in receipt of Pupil Premium funding to access swimming lessons.
- 45% of children in receipt of Pupil Premium have been supported to access after school activities.

### **Increase participation in arrows archery through purchase of equipment and establish orienteering as an alternative provision**

The school has purchased more equipment for arrows archery so that there is enough for a class to participate. This has been used in the Year 1 ten week enrichment sessions so that all children in Year 1 have participated, therefore increasing the opportunities for all children to take part in an alternative sports. One of the children participating really shone at this and this noticeably lifted their confidence as they have a lot of support academically.

*"I liked shooting arrows at the circle target. I got it in the blue and the yellow. I had never done it before and would like to do it again." (Thomas)*

*"It was really good fun. I found it hard doing the pulling, but I got better at it. It fell out sometimes on the 3-2-1 countdown. I had never done it before and would like to do it again." (Isabel)*

*"I liked shooting it really far and getting it in the middle. I liked helping my partner to shoot." (Daniel)*

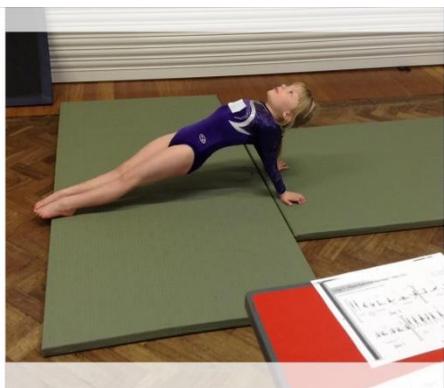
### 3. An increase in competitive school sports

Since 2013 this is something that the school has worked hard to establish so that it is part of the PE and school sport offer. 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

**Target: Set a calendar of afternoon dates for intra-school sports competitions**

Intra-school sports have continued this year, football, hockey, netball and rugby tournaments. All of year 2 children participated in these, which means 86 children have participated in these tournaments.



#### Inter-school

**Target: To re-establish and co-ordinate a programme of local inter-school competitions.**

The PE specialist has established a timetable of KS1 events across the Market Drayton School Development Group.

The range of sports and the number of children participating in them are outlined below:

Cross country - 16 children - Year 2 boys team came first and the Year 2 girls team came second.

The Year 1 boys team came 3<sup>rd</sup> and the Year 1 girls came 2<sup>nd</sup>.

Mini-red tennis - 8 children - The A team finished 2<sup>nd</sup> in this and the B team came 8<sup>th</sup> out of 10

schools.

Gymnastics - 4 children - The children came 2<sup>nd</sup> out of 6 teams in the competition.

Dodgeball - 14 children - The A team came 2<sup>nd</sup> and the B team came 7<sup>th</sup>. Both teams were highly praised for showing great sportsmanship.

Hockey - 12 children - The A team came 2<sup>nd</sup> and the B team came 4<sup>th</sup> out of 6 teams.

A full range of the sports and further information is available on the Class Pages section of the website.

#### 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 had full 'Kool Kidz' training through Occupational Health. Kool Kidz 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 Kool Kidz have run this year from Reception to Year 2 and 41 children have accessed this. An example of the impact is outlined in the table below:

Session Dates	Pre Assessment	Post Assessment
Sept - Dec 2015 Feb - June 2016  Reception	21 children under observation All scored under 13.	Score 16 Happy and confident, marked improvement in coordination. Score 16 Happy and relaxed . More confident.
Sept - Dec 2015 Feb - June 2016  Year 1	Score 12 Not relaxed constantly moving limbs.  Score 12 Giggling and high arousal levels	Score 18 Still, but a little body tension. Completed tasks confidently.  Score 12 Struggling to try and complete tasks. Re-refer.
Sept - Dec 2015 Feb - June 2016  Year 2	Score 11 Foot twitching, moving around, high arousal levels  Score 11 Repeating instructions, very distracted.	Score 16 Still tensing muscles  Score 19 Following instructions with support, more relaxed. Followed the stop/start programme and heavy lifting. Big difference in class attitude

## **5. A range of provisional and alternative sporting activities**

The school has bought a second set of Arrows Archery, new Tri Golf balls through the Sainsbury's school vouchers and we have set up our own school orienteering programme that lasts 3 weeks. This equipment arrived in school in the autumn term and relevant teaching staff have had training for all of these.

The school received a lottery funded grant last year 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. The Year 2 classes have used this equipment linked with physical exercise and maths work, recording tables and using a stopwatch.

## **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 ActivSports School Partnership. There are two/three meetings planned a year. 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, awarded in February 2016.
- The schools in the cluster have paid a further £100 direct to MDIS for the continuation of KS1 competition calendar and any extra competitions that can be added in. Also RL has offered Professional Development this year in Tag Rugby and football to share best practice and support in these areas. If financially successful there will be future sports offered, there is a cost of £10 per attendee. There were 11 staff, both teachers and TA's from Longlands and 1 from Cheswardine School. The verbal feedback has been very positive. It was great fun taking part yourself, very useful, adaptable ideas and confidence with reffing. The activities modelled and talked about could be easily adapted for older children. They were looking forward
- Increase in competitive sport through links with other schools. For the Infants this has included cross country, tennis, gymnastics, dodgeball and hockey (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.
- Shropshire, Telford and Wrekin County Sports Partnership Energize meeting with Sally Harris has been very positive as to how far through we are, very informative in piecing together the assessment jigsaw for PE!

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 2016-17**

KEY OBJECTIVE and OVERALL EXPECTED OUTCOME (measurable): Develop the quality of PE and sports provision across the school. 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"> <li>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</li> </ul>	<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"> <li>PE specialist has upskilled staff subject knowledge and confidence in the delivery of PE, resulting in high quality PE provision.</li> <li>There is a clear audit of PE provision and a clear plan for priorities for 2016-17 academic year</li> </ul>	<p>Sep 2016-Jul 2017 RL</p>	<p>£8469</p>
<ul style="list-style-type: none"> <li>Buy into Activsport</li> </ul>	<p>6. Partnership work on PE with other schools and local partners</p>	<ul style="list-style-type: none"> <li>A sustainable group of PE co-ordinators meet at least on a termly basis to share best practice across schools and expertise.</li> </ul>	<p>Academic Year 2016-17. RL</p>	<p>£1000</p>
<ul style="list-style-type: none"> <li><del>To</del>Co-ordinate a programme of local inter-school competitions.</li> </ul>	<p>3. An increase in competitive school sports</p>	<ul style="list-style-type: none"> <li>Increase the opportunities in KS1 participation in competitive sport through inter school competitions e.g. cross country, hockey, gymnastics, tennis and dodgeball.</li> <li>A sustainable framework for local inter-school competitions.</li> </ul>	<p>Linked to Activsport offer and liaison with other schools</p>	<p>Transport costs £150</p>
<ul style="list-style-type: none"> <li>PE link co-ordinator (MP) 2 x visits to school to review provision with PE and how impact has raised standards in provision.</li> </ul>		<ul style="list-style-type: none"> <li>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.</li> <li>Visits ensure that the school is using sports funding appropriately and the school management can be held to account.</li> </ul>	<p>2 x visits over school year.</p>	<p>NA</p>
<ul style="list-style-type: none"> <li>Develop assessment in PE so that <del>they are</del> <u>it is</u> manageable and will support staff in identifying where pupils are. Linked to TEEP and developing a 'deep level' of understanding.</li> </ul>	<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"> <li>Assessment for PE is complete linked to each area of teaching and learning.</li> <li>This is used by staff and is manageable.</li> </ul>	<p>In place on a rolling programme</p>	<p>Dedicated time for RL</p>

<ul style="list-style-type: none"> <li>• Set a calendar of afternoon dates for intra school sports competitions</li> <li>• Increase participation in orienteering and parachute games as alternatives during outdoor learning</li> <li>• 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</li> <li>• Key staff are trained to deliver the Kool Kidz Programme. Children are identified using criteria and programme is monitored</li> <li>• Develop the use of the outdoor equipment so that there is clear progression of how the equipment can be used with children of all ages</li> <li>• Setting up Imoves to support dance delivery and ensuring staff are confident in using it</li> </ul>	<p>3. An increase in competitive school sports</p> <p>2. Increase participation rates in a range of sports</p> <p>5. A range of provisional and alternative sporting activities</p> <p>1. High quality provision of PE within school, with staff that have a secure subject knowledge and are confident in delivering PE</p> <p>4. A physical education programme that is fully inclusive</p> <p>7. Greater awareness of pupils about healthy lifestyles, including the dangers of obesity, smoking and other activities that undermine pupils' physical well-being</p> <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"> <li>• Intra-schools sports competitions are established in each year group and a sustainable yearly programme exists - record of participation.</li> <li>• Through School Council children are surveyed about PE and School Sports</li> <li>• 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 /outdoor learning. Staff have received training.</li> <li>• 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.</li> <li>• 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.</li> <li>• Use of the equipment by children has increased in curriculum and at play time (Monitor 3 times over the year)</li> <li>• Equipment is used in other subject areas e.g. mathematics when teaching time, outdoor learning, science</li> <li>• Staff are confidently using Imoves to support the delivery of high quality dance within the school. Should show impact on the staff questionnaire as a measurable impact.</li> </ul>	<p>RL/SS/KS + Grove students + link governor - events to include: Unihoc, Football, Tag rugby and netball.</p> <p>RL - Staff to train in Y1 - Spring Term 2016</p> <p>RL - On going each term</p> <p>RL/JS</p> <p>RL</p> <p>RL</p>	<p>Medals - £100</p> <p>£400 staff release</p>
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	<p><b>Monitoring:</b></p> <ul style="list-style-type: none"> <li>• Half termly meetings between PE specialist and HT</li> <li>• Lesson observation of new teacher</li> <li>• Joint lesson delivery and peer coaching</li> <li>• Link governor</li> </ul>	<p><b>Total Expenditure:</b> £9729</p>
	<p><b>Evaluation of impact:</b></p> <p>Impact as measured from teacher responses gathered from start to end of year.  Impact of Kool Kidz Programme  Percentage participating in various activities  Evaluate how assessment is being used in PE</p>	<p><b>Total amount of School Sport funding received:</b> £9,000. Further amounts met from</p>
	<p><b>Resources and Training Needs:</b></p> <p>PE specialist working alongside staff to 'up skill' them.  Sports funding to be used: employ staff member 1 day per week for academic year, buy into Active Sport offer. The school has budgeted for extra finances to support the full delivery.</p>	