

Market Drayton Infant and Nursery School



PE and School Sport Report 2017

**Market Drayton Infant and Nursery School
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 2016 to July 2017, the school

has been allocated a total of £8,863.

At Market Drayton Infant and Nursery 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 2016-July 2017 and how the money has been spent. This is followed by a summary of the action plan for 2017-18.

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"> 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 	<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"> 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 2016-17 academic year 	<p>Sep 2016-Jul 2017 RL.</p>	<p>£8469</p>
<ul style="list-style-type: none"> Buy into Activsport 	<p>6. Partnership work on PE with other schools and local partners</p>	<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. 	<p>Academic Year 2016-17. RL</p>	<p>£1000</p>
<ul style="list-style-type: none"> Co-ordinate a programme of local inter-school competitions. 	<p>3. An increase in competitive school sports</p>	<ul style="list-style-type: none"> Increase the opportunities in KS1 participation in competitive sport through inter school competitions e.g. cross country, hockey, gymnastics, tennis and dodgeball. A sustainable framework for local inter-school competitions. 	<p>Linked to Activsport offer and liaison with other schools</p>	<p>Transport costs £150</p>
<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. 	<p>2 x visits over school year.</p>	<p>NA</p>
<ul style="list-style-type: none"> Develop assessment in PE so that it is manageable and will support staff in identifying where pupils are. Linked to TEEP and developing a 'deep level' of understanding. 	<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"> Assessment for PE is complete linked to each area of teaching and learning. This is used by staff and is manageable. 	<p>In place on a rolling programme</p>	<p>Dedicated time for RL</p>

<ul style="list-style-type: none"> • Set a calendar of afternoon dates for intra school sports competitions • Increase participation in orienteering and parachute games as alternatives during outdoor learning • 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 • Key staff are trained to deliver the Kool Kidz Programme. Children are identified using criteria and programme is monitored • 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 • Set up Imoves to support dance delivery and ensuring staff are confident in using it 	<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"> • 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 • 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. • 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. • 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. • 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. mathematics when teaching time, outdoor learning, science • 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. 	<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>
---	--	--	--	--

	<p>Monitoring:</p> <ul style="list-style-type: none"> • Half termly meetings between PE specialist and HT • Lesson observation of new teacher • Joint lesson delivery and peer coaching • Link governor 	<p>Total Expenditure: £9729</p>
	<p>Evaluation of impact: 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>Total amount of School Sport funding received: £9,000. 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 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>	

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. The areas for continued professional development that were identified were for specific staff and the areas that they felt they needed support with. These included swimming, gymnastics and supporting the delivery of PE in reception and year one.

Area of CPD	Training given and Impact
Six week plans for each sport/area of PE	Six week plans have been written for each area of sport on the long term plan. These identify the progression of skills and the structure within each lesson. The impact of this is teachers are more organised in their delivery of PE lessons and are confident with a lesson structure and how to adapt each lesson for the needs of the children.
Swimming	All three teachers in Year 2 are new to the swimming block. PE specialist 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	Support has been mainly to a newly qualified teacher and two teachers in their early years of teaching. The aim was to give them more confidence, particularly in how to use the equipment, setting it out and delivering a lesson with specific skills for year two in mind. This has involved some modelled lessons, team teaching and then standing back and watching them deliver. The impact of this has been that all of the staff are more confident in delivering gymnastics with their class and have greater confidence in managing the use of equipment.

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)	July 2017 Average confidence of teacher in PE 1 (low) - 5 (high)
Football	2.8	3.0	3.2	3.2	3.4
Netball	2.8	3.4	3.9	3.9	4.4
Tag rugby	1.6	2.8	3.7	3.8	4.1
Uni hoc	1.9	2.5	3.5	3.7	3.9
Tennis	2.6	4.3	4.0	3.6	4.0
Kwik Cricket	1.8	3.8	3.4	3.4	4.3
Dance	3.6	3.8	3.9	3.3	3.9
Gym	3.3	3.6	4.0	3.7	3.8
Swimming	3.7	3.7	4.0	4.3	4.5

'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

New Teaching Resources - Iris Connect

PE specialist 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, tag rugby and gymnastics. Staff can access these example lessons easily to aid and refresh their ideas when an area of PE is revisited.

Develop assessment in PE so that it is manageable and will support staff in identifying where pupils are. Linked to TEEP and developing a 'deep level' of understanding.

All of these are complete for each area but they have not been rolled out to staff. This will need to be a focus for the next school year.

Set up Imoves to support dance delivery and ensuring staff are confident in using it

This is in place and all staff are using this to support the delivery of dance. Confidence band for teachers in teaching dance is 3.9.

2. Increase participation rates in a range of sports & 5. A range of provisional and alternative sporting activities

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 - 25 children have accessed this for the year - 14% of children in Year 1 and 2. This has been full to capacity.
- Gymnastics - Two sessions are offered over the week and 38 children have accessed this over the year, 22% of the school population.
- Multi-sports (Stoke City) - This club ran in all three terms this year with a total of 42 children accessing the club at some point during the year. 24% 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. 20 children in total have accessed this over the

year, 11% of the school population, a huge increase on the previous year.

- Swimming - the school has supported 5 children in receipt of Pupil Premium funding to access swimming lessons; all children in year two have accessed a block of ten weeks swimming lessons.
- 55% of children in receipt of Pupil Premium have been supported to access after school activities. This has increased by 29% from 2013-14.

Increase participation in arrows archery, tri-golf and parachuting

Arrows archery and tri-golf have 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 alternative sports. Children have taken part in parachute games in reception. Orienteering needs establishing so that it is used in part of the outdoor learning offer.

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.

Through Activsports and the work of the PE specialist there is now an established 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 - 17 children - Year 2 team came first. The Year 1 team came third. Overall the school came third out of 9 schools entered.

Gymnastics - 4 children - The children came 3rd out of 6 teams in the competition. The points were extremely close between first and third.

Dodgeball - 16 children - The A team came 2nd and the B team came 7th. Both teams were highly praised for showing great sportsmanship again.

Hockey - 13 children - The A team came 2nd and the B team came 4th out of 9 teams.

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. 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
Initial support: Sep 2016 End date: July 2017 Reception - 23 children identified for support, some are one to one and some group.	Score 16 (Physical); 8 (Social) Target: coordination and body control, lack of rhythm, following instructions, core stability, self-expression.	Score 30 (Physical); 18 (Social) Some good progress but remain on register for confidence and self-esteem.
Initial support: Jan 2016 End date: July 2017 Year 1 - 11 children identified for support	Score 16 (Physical); 9 (Social) Target: social skills, cooperation, concentration, self-control Score 15 (Physical); 12 (Social) Target: confidence, concentration, core stability, following instructions, maintaining a position, social skills.	Score 30 (Physical); 14 (Social) Has made progress in physical skills and enjoys doing Fitness Friday. Still needs some support with social skills. Score 29 (Physical); 20 (Social) Can now maintain a position and coordinate actions to complete an activity. Confidence has increased in sending and receiving and team games. Actively participating in group activities.
Initial support: Jan 2016 End date: July 2017 Year 2 - 9 children identified for support	Score 11 (Physical); 6 (Social) Target: Confidence issues, social skills, coordination, following instructions Score 17 (Physical); 11 (Social) Target: motivation, following instructions, core stability and arousal levels.	Score 24 (Physical); 14 (Social) Slowly increased core stability and response time to instructions is quicker. Score 30 (Physical); 17 (Social) Improved in all areas, has demonstrated confidence moving along a bench, ball skills and core stability,

Target: 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 - this will need to be carried forward to next year.

5. 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 PE specialist has offered Professional Development to our cluster schools this year in Tag Rugby, football, netball, unihoc, tennis and kwik cricket to share best practice and support in these areas. As it has been financially successful there will be future repeated training offered, again at a cost of £10 per attendee. There has been an average uptake, in all the sports, of 16 staff, both teachers and TA's from an increased number of schools in the cluster, which is very positive.
- 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.

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.

6. 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 an outdoor learning lead for the school.

The 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 2017-18

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"> Employ primary PE specialist to work alongside staff (with a focus on the new areas where staff are least confident and work with TAs), developing expertise and delivering high quality PE 	<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"> 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 2017-18 academic year 	<p>Sep 2017-Jul 2018 RL.</p>	<p>£8,503</p>
<ul style="list-style-type: none"> Buy into Activsport 	<p>6. Partnership work on PE with other schools and local partners</p>	<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. 	<p>Academic Year 2017-18. RL</p>	<p>£650</p>
<ul style="list-style-type: none"> Ensure that the calendar dates are given to year 2 staff in advance so that the competitions can be planned for 	<p>3. An increase in competitive school sports</p>	<ul style="list-style-type: none"> Ensure the opportunities in KS1 participation in competitive sport through inter school competitions remains high e.g. cross country, hockey, gymnastics, tennis and dodgeball. A sustainable framework for local inter-school competitions. 	<p>Linked to Activsport offer and liaison with other schools</p>	<p>Transport costs £150</p>
<ul style="list-style-type: none"> Train key staff in 'Balanceability'. Six staff from across the nursery setting; two from Reception, two from year one and PE lead. 	<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"> Key staff are trained in delivering Balanceability which is a Learn to Cycle programme for 3 to 6 year olds delivered directly by teachers, TA's. The course uses balance bikes and sports equipment so that each physical activity is linked to a learning objective designed to establish fundamental balance skills that are required for cycling without stabilisers. 	<p>Training autumn term. Deliver in nursery in autumn term; reception in spring term and Year 1 in summer term.</p>	<p>£3060 (training and equipment)</p>
<ul style="list-style-type: none"> Purchase Balanceability equipment. 	<p>2. Increase participation rates in a range of sports</p>			

<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- events to include: Unihoc, Football, Tag rugby and netball.</p>	<p>Medals - £100</p>
<ul style="list-style-type: none"> Increase participation in orienteering as alternatives during outdoor learning 	<p>2. Increase participation rates in a range of sports 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 /outdoor learning. Staff have received training. 	<p>RL - Staff to train in Y1 - Spring Term 2016</p>	
<ul style="list-style-type: none"> Use IRIS Connect to deliver training to staff. Set up an IRIS Connect teaching page to share with other schools. 	<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 Kool Kidz 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"> 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. 	<p>RL/JS/LE</p>	<p>£400 staff release</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 be used with children of all ages 	<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>	<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. mathematics when teaching time, outdoor learning, science 	<p>RL RL</p>	
<ul style="list-style-type: none"> Use assessments to give a summary of where children are at the end of each block in terms of skills. Staff meeting needed. 	<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"> Assessment is used to give focus to lessons and progression in skills. There is a summary of children's achievements at the end of each block. 	<p>RL/All staff</p>	

	<p>Monitoring:</p> <ul style="list-style-type: none"> • Half termly meetings between PE specialist and HT • Lesson observation of teaching staff • Joint lesson delivery and peer coaching • Link governor 	<p>Total Expenditure: £12,863</p>
	<p>Evaluation of impact: 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>Total amount of School Sport funding received: £9,000. Further amounts met from school budget.</p>
	<p>Resources and Training Needs: 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. Purchase 'Balanceability' training and equipment.</p>	