

Market Drayton Infant and Nursery School



PE and School Sport Report 2018

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 £17,760.

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 2017-July 2018 and how the money has been spent. This is followed by a summary of the action plan for 2018-19.

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 	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 2017-18 academic year 	Sep 2017-Jul 2018 RL.	£17,450
<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 2017-18. RL	£650
<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 	3. An increase in competitive school sports	<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, dodgeball and football. A sustainable framework for local inter-school competitions. 	Linked to Activsport offer and liaison with other schools	Transport costs £300
<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. 	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"> 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. 	Training autumn term. Deliver in nursery in autumn term; reception in spring term and Year 1 in summer term.	£3060 (training and equipment)
<ul style="list-style-type: none"> Purchase Balanceability equipment. 	2. Increase participation rates in a range of sports			

<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 monitored to ensure the delivery of the Kool Kidz Programme. Y1 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: £21,960</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: £17,760 Further amounts (£4,200) 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>	

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
Balanceability	8 members of staff underwent the Balanceability training. The training identified the progression of skills and the structure within a lesson, safety training, use of equipment and how to deliver a lesson. The impact of this is teachers are confident in their delivery of balanceability lessons and are confident with a lesson structure and how to adapt each lesson for the needs of the children. All staff passed the training.
Swimming	One teacher in Year 2 was 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 new staff involved to prepare the children in advance of actually being in the water.

Since the introduction of the funding staff have completed six 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; 2017 one new member of staff.

Games/ Area of PE	BASELINE September 2013 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)	July 2018 Average confidence of teacher in PE 1 (low) - 5 (high)
Football	2.8	3.2	3.4	3.5
Netball	2.8	3.9	4.4	4.4
Tag rugby	1.6	3.8	4.1	4.1
Uni hoc	1.9	3.7	3.9	4.0
Tennis	2.6	3.6	4.0	3.8
Kwik Cricket	1.8	3.4	4.3	3.8
Dance	3.6	3.3	3.9	4.0
Gym	3.3	3.7	3.8	4.1
Swimming	3.7	4.3	4.5	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

New Teaching Resources - Balanceability

Training was rolled out to 8 members of staff across the school, having purchased the necessary equipment. Storage solutions for the bikes were arranged and the bikes were built and checked to safety standards. The bikes have now been used in Reception within their more active independent learning sessions, lead by the trained members of staff in that year group. The children initially underwent an assessment process to highlight the children requiring a greater need. An appropriate assessment sheet has been forwarded to nursery to help with progression through EYFS, into Reception. This course in Reception has been recorded and assessed to give to Y1 staff for their enrichment cycling block. The Balanceability bikes were also used in Y1 enrichment for those children bringing a scooter or no vehicle at all. Similar skills and method of assessment has been used at the end of this block. The staff have found it easy to both use and assess with.

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. Still needing to record tennis and kwik cricket lessons onto IRIS.

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 now complete and have been filled in by staff **online**. The respective classes sheets have been sent on in a block to the new class teacher(s). The development of a child's skills should be clearly seen as the following years achievements will be added in a different colour to end KS1.

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 82 (an increase of 44 children accessing) children have accessed this over the year, 31% of the school population (9% increase).
- Multi-sports (Stoke City) - This club ran in all three terms this year with a total of 59 (an increase of 9 children) children accessing the club at some point during the year. 22% of the school population has accessed this.
- Tennis - Two blocks of tennis sessions have taken place over the school year. 17 children in total have accessed this over the year, 10% of the school population.
- Swimming - the school has supported 3 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.
- 62% of children in receipt of Pupil Premium have been supported to access after school activities. This has increased by 36% from 2013-14.

Increase participation in arrows archery, tri-golf and parachuting

Arrows archery and tri-golf have been used very successfully 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 has been used but still needs establishing so that it is used in part of what can be offered in outdoor learning .

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 with some great results:

Cross country - 12 children - The school came **first** out of 9 schools entered.

Gymnastics - 5 children - The school came **first** out of 6 schools.

Dodgeball - 8 children - The team came **first** out of 8 schools.

Hockey - 10 children - The teams came 2nd overall out of 9 teams.

Football - 8 children - The school came 2nd out of 8 schools entered.

Tennis - 8 children - The A team came 2nd and the B team came 5th out of 8 schools entered.

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 2017 End date: July 2018 Reception - 10 children identified for support, some are one to one and some group.	Score 18 (Physical); 9 (Social) Target: Balance and coordination. Confidence, self-esteem, social skills. Arousal levels and motivation.	Score 23 (Physical); 15 (Social) Increased concentration and interaction with others in the group. Keeping a fixed position for longer and has increased her core stability.
Initial support: Jan 2017 End date: July 2018 Year 1 - 6 children identified for support	Score 16 (Physical); 8 (Social) Target: social skills, cooperation, concentration, self-control, following instructions, core stability	Score 30 (Physical); 18 (Social) Attending 1:1 with JS for Cool Kids and Smart Moves
	Score 13 (Physical); 4 (Social) Target: coordination, balance, arousal levels, following instructions, relaxation, struggles with emotional outbursts and working alongside others.	Score 29 (Physical); 15 (Social) Progress been made with his balance and coordination, but still struggling with transition between activities. Self control around others and his focus target still need some work.
Initial support: Jan 2017 End date: July 2018	N/A	N/A

Year 2 - 3 children identified for support, 1:1 support given so not on the register.		
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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.
- Increase in competitive sport through links with other schools. For the Infants this has included cross country, tennis, gymnastics, dodgeball, hockey, football and tennis (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.

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

The aim of The Daily Mile is to improve the physical, social, emotional and mental health and wellbeing of our children - regardless of age, ability or personal circumstances. It is a profoundly simple but effective concept, which any primary or nursery school can implement completely free of charge and without the need for staff training. Its impact can be transformational - improving not only the children's fitness, but also their concentration levels, mood, behaviour and general wellbeing. The Daily Mile is a social activity, wherein the children run or jog - at their own pace - in the fresh air with friends. Children can occasionally walk to catch their breath, if necessary, but should aim to run or jog for the full 15 minutes. Research has shown that The Daily Mile can even increase attainment in primary school, and parents have reported an increased interest in health and wellbeing from their children after they have started The Daily Mile.

The Daily Mile has been an excellent initiative and it is very encouraging that it is being taken up by an every increasing number of schools. It has introduced physical activity into the everyday life of the school in an easy, inclusive and fun way.

Jeremy Hunt, Secretary of State for Health and Social Care

PE and School Sport Priorities for 2018-19

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 2018-19 academic year 	<p>Sep 2018-Jul 2019 RL.</p>	<p>£8,725</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 2018-19. 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 £300</p>
<ul style="list-style-type: none"> Set up and timetable structure for "Mile a Day", necessary surface. 1609m in a mile, 14 laps playground, 10 laps field. 	<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>2. Increase participation rates in a range of sports</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>	<ul style="list-style-type: none"> Ensure timetabling opportunities and staff implement accordingly to ensure full impact of activity. 	<p>RL SS to organise and buy surface for distance, thru 2108/9</p>	<p>£14,000 (bid also for capital funding with LA)</p>

<ul style="list-style-type: none"> Set a calendar of afternoon dates for intra school sports competitions Increase participation in orienteering as alternatives during outdoor learning, visit juniors to see how another method can be implemented MDIS. Use IRIS Connect to deliver training to staff. Set up an IRIS Connect teaching page to share with other schools. 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 Monitor use of assessments to give a summary of where children are at the end of each block and KS! in terms of skills. 	<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. 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. 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 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/SS/KS + Grove students- events to include: Unihoc, Football, Tag rugby and netball.</p> <p>RL - visit juniors, Staff to train in Y1 - Spring Term 2018</p> <p>RL - On going each term</p> <p>RL/JS/LE</p> <p>RL</p> <p>RL</p> <p>RL/All staff</p>	<p>Medals - £100</p> <p>£400 staff release</p>
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	<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: £24,175</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 Start and end data in daily mile</p>	<p>Total amount of School Sport funding received: £17,760. Further amounts met from school budget/PTFA/Capital Bid.</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>	