

## **Impact of the PE and Sport Funding to date**

The PE Action Plan has been closely linked with the objectives of the PE and Sport Funding which has been allocated to us.

### **Overall position statement on how the PE and Sport Funding has made a difference to the PE and Sport Participation and attainment of the pupils within our school.**

Throughout the course of the year 2013 – 2014 we have used the funding to help us to make a difference. The objectives below break down the objectives and show what we have focused on. One year on from the beginning of this funding we can state that the funding has enabled us to do the following:

- Increase the quality of teaching and learning.
  - Increase the levels of staff confidence.
    - Raise attainment.
  - Target hard to reach pupils.
  - Ensure competition for all.

#### **Objective 1**

##### **(From AfPE)**

To improve the quality of existing PE teaching through continuing professional learning in PE for generalists, so that all primary pupils improve their health, skills and physical literacy, and have broader exposure to a range of sports

##### **(From School Action Plan)**

Ensure high quality curriculum experience for all children rooted in PE fundamental movement skills and key personal competencies.

#### **How have we used the PE and Sport Funding to meet this objective?**

Throughout the course of the Academic Year 2013 – 2014 and continuing into 2015 we have put into place a rigorous timetable of CPD for staff. We bought into a scheme with 'Bright PE' with the aim of improving the quality of teaching and learning within school. The sessions which staff attended

included: planning and understanding of key skills and competencies, differentiation, delivery of lessons, building staff confidence in certain areas of school PE and sport, sport specific training (e.g. gymnastics and dance, games and athletics), assessment leading on from expectations and use of equipment to enhance lessons and ensure all children can make the most of each and every opportunity.

As well as this, the PE co-ordinator observed PE lessons throughout the school, monitored planning and met with teachers to see where we were at with PE and which direction we needed to go in, in order to improve the quality of PE teaching. The PE co-ordinator also questioned a range of children from each year group, of different abilities to see how the children thought their PE lessons were. These questions focused on whether or not the children knew what they were setting out to do, whether they felt they achieved, were challenged and whether they knew the 'purpose' of PE.

The impact of this initial strategy is that we have seen an increase in levels of staff confidence in both planning and delivery of lessons. This in turn has led to lessons being of a much higher quality. With the use of the funding we have seen the quality of PE lessons increase. We have used some of the 'Val Sabin' schemes of work which all teachers speak positively about. Whereas before, teachers didn't always use the key competencies and skills, we feel more secure in knowing what these are and also being able to use these as a tool for differentiation. Initial observations have seen 83% of teaching now of a 'good' standard or higher in each year group. This will need to be revisited due to the staff changes which have occurred resulting in it not being possible to make a comparison in some year groups.

Towards the end of the academic year 2013 – 2014, the PE Co-ordinator observed more teaching of PE and saw an increase in levels of confidence in adults and children and also higher quality of teaching. Teachers are speaking positively about PE and, although we would like to continue with CPD in this area, there has been an overall improvement in the quality of teaching and learning. As of January 2015 the PE coordinator is in the process of observing PE across the school in order to quantify the impact of this CPD.

In October 2014 a children's school sports committee was put in place. They have assisted the PE Co-ordinator and have set up a survey of

children across the school, discussing PE and school sport. Initial results of this survey show an improvement on last years survey (October 2013), however data does need to be analysed more closely in order for us to reach a quantitative conclusion. Once completed, we will use these results alongside results of lessons observations and teacher surveys to continue to develop the quality of teaching and learning in PE.

#### Next steps:

Continue to develop teaching with the aim to bring it to 'outstanding.'

Develop ways in which to improve the health of children.

Allow children to have broader exposure to a range of sports through a better provision of after school clubs and a link to a schools sports coordinator through the Hinckley Learning Partnership.

### **Objective 2**

#### **(From AfPE)**

To increase participation levels in competitive sport and healthy activity of pupils, and maintain these into adolescence

#### **(From School Action Plan)**

Ensure competition/ festival participation.

Increased participation in competition for all but with a focus on hard to reach children.

#### How have we used the PE and Sport Funding to meet this objective?

Throughout the course of the academic Year 2013 – 2014 we aimed to ensure that all children were able to participate in competition, from Level 1 to Level 3, with some children able to go further to attend regional and or county events.

The previous Year (2012 – 2013), the only children who participated in competition were those who were selected to represent the school at specific competitions held by the School Sports Co-ordinator (Secondary school lead). This was 32% of children within school. Of that percentage, all were in KS2.

This year (2013 – 2014), we used some of the funding to pay additional staff and also to purchase additional equipment and to pay for transport so that

children were all able to participate in a competition. This saw a 68% increase in the number of children who were able to access a competition. \*100% of children within the school (KS1 & KS2) participated in an **intra-school** competition.

\* 100% of children within the school (KS1 & KS2) participated in an **inter-school** competition.

All staff played a key role in organising this.

Part of the PE School Action Plan was to enable competition participation for hard to reach children. This was done using the funding; firstly, by developing a 'Secret Sports,' club (providing equipment). This was specifically for those children who don't normally sign up for clubs or show interest in participation and was invite only which made it 'special' and exciting for them. All children invited (20) chose to attend and enjoyed the club, which we aim to set up again this year (2014 – 2015). These children also all participated in competition ~ both within the club and against other schools with their peers.

This year we have so far sent a group of children to an 'Inclusive New Aged Kurling' competition. We were able to use the funding to assist us in purchasing some additional equipment. This was specifically for children who don't otherwise attend competitions, most of whom are on the SEN register (including a Year 1 child with Downs Syndrome). The impact of this was that these children are now keen to participate in other competitions. It has given them the confidence and also allowed them to increase their skills set.

Next steps:

To continue with this level of competition this school year (2014 – 2015) and increase the quantity of competitions for children across the school.

### **Objective 3** **(From AfPE)**

To increase the quality of initial teacher training in PE and sport, and to promote PE specialisation in primary level workforce

We haven't used the PE and Sport Funding for this objective yet as we haven't had an ITT.

Next Steps:

We intend to use some of the funding in the future to promote PE specialisation amongst our teaching team.

**Objective 4**  
**(From AfPE)**

Schools understand and value the benefits of high quality PE and sport, including its use as a tool for whole school improvement.

To date, we have only used the funding a small amount to meet this objective, by providing staff training on using PE and sport within Literacy and Numeracy. However, we, as a school, do recognise the value and benefit of high quality PE and sport, including its use as a tool for whole school improvement.

Next Steps:

This is a target on the whole School Development Plan (SDP) which we intend to focus on:

'To ensure that the priorities of a healthy lifestyle are embedded throughout the creative curriculum and are embraced by the whole school community.'