

PE and Sport Premium Overview

For the academic year 2013 -2014 our school received £7880 Sports Premium Grant

This was spent in the following way:

Contributed to DASP in order to employ an additional Sports Teachers. For our mini-pyramid (St Mary's) we have Levi Dailey allocated to our school and he attends Milborne regularly working with the children. He also works with the teachers to develop our PE provision and to train staff for future PE teaching.

The remainder of our grant was pooled with some other DASP schools and this has enabled the employment of Elliot Sawyer who supports PE in school and provides lunchtime PE clubs.

For the academic year 2014 - 2015 our school has received £8827 this has been spent in the following ways:

£4425 was contributed to DASP Ltd to continue to employ Levi Dailey as a sports teacher. He continues to attend Milborne regularly working with the children. He also works with the teachers to develop our PE provision and to train staff for future PE teaching.

£3000 of our grant was pooled with some other DASP schools and this has enabled the continued employment of Elliot Sawyer who supports PE in school and provides lunchtime PE clubs.

The remaining £1402 funds have been put towards the cost of the Action Van visits.

For the academic year 2015-2016 our school anticipates receiving £ 8320, this will be spent in the following ways:

- Subject coordinator to work alongside teachers with particular focus on assessment and differentiation using 'Real PE' and school assessment grid
- Implement a wide range of sports activities before, during and after school
- Include PE lesson observations as part of SLT's monitoring schedules
- Target particular groups
- Increased skill set of teaching staff including: understanding of how to teach technical aspects; ability to differentiate; ability to create a learning pathway of next steps for individual children using the 'Real PE' scheme.

£ 4162.50 will be contributed to DASP Ltd to employ Levi Dailey, to to continue his support with our school and facilitate intra games against other schools. He will support our Outdoor Education programme, attending Milborne regularly to work with the children. He will also work with the Teaching Assistants to develop our OE provision and to train staff with our multi-ability cog learning.

£1495 of our grant has been used to purchase 'Real PE Programme' this includes training for all teachers, scheme of work and supporting resources.

£198 to purchase Storycises, graded exercises in a programme of foundation movements presented in a story format to use with Reception children.

£595 Maths of the Day

£208 Attendance at Real PE conference and supply teacher cover

The remaining £1661.50 will be put towards developing the school's outdoor facilities.

Our intended outcomes from this expenditure are as follows:

- Increased leadership capacity in terms of OE and 'Real PE' multi-ability cogs through a tailored written scheme for our school.
- Increase in number of children taking part in competitive sport during school time (inter & intra)

Main Use - DASP Coordinator and OLL

Developing learning and teaching

Impact

All PE lessons are now observed to be consistently good across the school. Staff mostly wear PE kit to model the importance of being in appropriate kit and ensures teachers are able to model skills to children effectively.

Assessment data across the year shows an increase in the percentage of children meeting age related expectations or above age related expectations; KS1 58%, KS2 80%.

Teaching staff interview shows:

100% of staff agree that:

- they feel more confident teaching PE
- their subject knowledge has improved
- their understanding of the progression of skills has improved

Pupil voice indicates:

100% of sampled children enjoy their PE lessons with 13% indicating that they would change nothing about PE while the other 87% would like to do more of their favourite activity

Other uses

Equipment

Impact

Children and teachers have appropriate equipment to support learning

Staff training

Teachers have received training on:

Planning/Skills progression/Assessment - all of which has supported teachers in delivering high quality PE teaching through 'Real PE'

Actions Overview for 2015-2016
Based on Impact Report 2014-2015

Action	Intended Outcome
Put support into KS1	Consistently good or better teaching At least 80% of children achieving age related expectations
OE planning clinics with PE subject leader to support all TAs (develop scheme) OE Training twilights and 'Real PE' support clinics	TAs subject knowledge will have further developed Teachers will be confident in meeting the needs of all ability children in lessons Increased skill set of teaching staff including: understanding of how to teach technical aspects through skills approach and multi-cog learning; ability to differentiate; ability to 'talent spot'
Joint lesson observations with PE subject leader	Observations will show an increased number of good or outstanding lessons
Develop clubs and links with local based coaches	Provide children a pathway to pursue sport outside of school
Develop children as leaders	Implement a sports leadership programme with Year 4 school games crew Development of children's leadership skills

Action/Area	Intended Impact	Review
<p>Employment of DASP coordinator for the purpose of: Developing Learning and Teaching [MAIN USE]</p>	<ul style="list-style-type: none"> - PE lessons observed to be consistently good, some with elements of outstanding. - Staff Voice Questionnaires continue to show that staff: <ul style="list-style-type: none"> * feel confident teaching PE * their subject knowledge has improved * their understanding of the progression of skills has improved (using new supporting documentation) * they would feel more confident in the delivery of 'Real PE' lesson independently - Wider range of OAA and OE opportunities are on offer during PE lessons - Wider range of physical activity, sporting opportunities and competitive fixtures (Previously: multi-skills, football, tag-rugby, basketball, tennis, athletics, gymnastics, dance, bike-it, kwik cricket, orienteering, rounders) - Pupil Voice indicates an enjoyment of OE lessons. (Target 95%, Previously 85%) 	<p>Real PE Impact Report</p> <p>TD - Parachute/ bench ball (Spring) + OE (Summer) Apprentice BB - Tag Rugby (Spring) + Football (Summer)</p> <p>Festivals LD - YR + KS1 + KS2 each half term opportunities inter and intra competitions</p> <p>Increase in YR opportunities from 2 to 3: Multi-skills intra, dance workshop and EYFS Festival</p> <p>Increase in Bike-It from x1 to x2 Events per Year Whole School</p>
<p>Release of PE subject leader for the purpose of: Developing Learning and Teaching</p>	<ul style="list-style-type: none"> - Assessment data across the year shows an increase in the percentage of children meeting age related expectations 	<p>KS2 5/33 children ARE</p>
<p>Clubs</p>	<ul style="list-style-type: none"> - A wide range of sporting opportunities are on offer Pupil Premium children and children with a particular talent are targeted to attend. - 50% of children to be involved in at least 1 sporting based club in the academic year. - 25% of children to be involved in at least 2 sporting based club in the academic year. - 75% of PP children to attend a sporting based club at some point in the academic year. 	<p>2015 Football, Dance, Tennis, Parachute Games</p> <p>2016 Football, Tennis, Archery, Parachute Games, Benchball, OE, Tag Rugby</p> <p>After school club 4-5:30 change for life/ sporting opportunities Mon, Tues, Thurs, Fri</p> <p>3/4 of children attend sporting club either in or out of school</p>

Planning clinics and training twilights to support all staff	<ul style="list-style-type: none"> - Teachers using skills progression documentation as reference and guidance to good effect. - Teachers subject knowledge will have further developed and sharing of teaching strategies between staff members taking place (through joint observation) - Teachers to be confident in meeting the needs of all ability children in lessons - Increased skill set of teaching staff including more confident use of technical language 	Real PE Impact Report
Supporting Key Stage 1	<ul style="list-style-type: none"> - Consistently good or better teaching - At least 80% of children achieving age related expectations or above 	Storycise Introduced (as an intervention) in addition to PE lessons
Sports Committee	- PE Subject leader to support development of Sports Committee (linking to School Games Crew) to act as pupil voice for PE and Physical Activities in school.	Roles and expectations established. Children write application letter in Autumn term 1. Appointed Autumn Term 2.
Inter-school and Intra-school Competition	- Increase range of sports and quantity of competitive fixtures through 'Real PE' Intra-Level competition within PE lessons and DASP Inter-Level competition.	Festivals LD - Both KS1 + KS2 each half term opportunities inter and intra competitions KS2 Real PE Personal Best as Competition introduced + Team through Game focus
Assessment	- New assessment grids to impact data collection on performance and areas for development (to inform curriculum planning 2016-2017)	Based on data gathered 2015 Autumn Term with LD planned as follows: KS1 Object Control; KS2 Games Invasion and Defending Tactics Spring: KS1 Gymnastics balance on apparatus and transitioning movements; KS2 Object Control through Games Football + Hockey
Joint lesson observations with PE subject leader	- Observations will show an increased number of good or outstanding lessons.	
Develop links with local club based coaches	Provide children a pathway to pursue sport outside of school	2015 Tennis + Dance 2016 Tennis, Dance, Basketball + Premier Sport