

Sports Premium - June 2016

This academic year Calow Primary School has been allocated £8800 in Sport Premium funding. Schools should publish a full breakdown of how it has been spent (or will be spent); what impact the school has seen on pupils' PE and sport participation and attainment and how the improvements will be sustainable in the future. Schools should also consider how their use of the premium is giving pupils the opportunity to develop a healthy, active lifestyle.

The Primary PE and Sport Premium must be used to fund additional and sustainable improvements to the provision of PE and sport, for the benefit of primary-aged pupils, in the 2015/16 academic year, to encourage the development of healthy, active lifestyles.

afPE and the YST have been asked by the Department for Education to create a national template to aid Headteachers, Governors and teachers to support online reporting. This report uses the guidance from afPE to monitor and evaluate Calow Primary School's expenditure.

Scrutiny Governance

The Scrutiny Governor met with the Subject Leader to discuss areas for development in Physical Education and the support provided from Chesterfield School Sports Partnership (CSSP) and Chesterfield Football Club. The Scrutiny Governor monitors how effective the after school provision is with regard to level of coaching ability and its impact on staff development. Monitoring is also carried out for CSSP termly.

The Scrutiny Governor has visited after school sessions. The Scrutiny Governor has also completed joint observations and attended CPD with the Subject Leader for PE regarding use of Sport Premium Funding. This includes how impact is measured, the importance of extra-curricular events and engaging pupils in healthy active lifestyles. The training also included how to encourage healthy living and nutrition.

1. The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles

All pupils at Calow Primary school are encouraged to take part in 2 hours of curricular PE a week. Staff are encouraged to teach a wide range of units. These include a number of traditional sports, as well as sport to promote inclusion (Boccia). Other sports have included Street Dance and Yoga.

Alongside other sporting clubs run by outside agencies and staff at Calow, funding has been used to provide a varied extra-curricular programme (Chesterfield Football Club). At the beginning of the Spring term funding was used to employ new coaches from Chesterfield Football Club. Meetings with the Football club have been undertaken half termly by the Subject Leader with Coaches from the Football Club. The Headteacher has also attended several meetings with Chesterfield Football Club to ensure a sustainable extra – curricular programme is developed that also ties in with the National Curriculum and the needs of the cohorts.

Premier Sports continue to provide Cheerleading on a weekly basis as a breakfast club.

During the final session for the Spring term, baseline assessment was completed for all pupils in all cohorts by coaches. CFC have shared the assessments from the baseline assessment sessions and been encouraged to make sure they are used for session plans. The importance of Higher Attaining pupils making progress is a priority. CFC is completing an assessment card system with success criteria. To support this process the School's KPI's and Frog assessment information has been shared.

Impact and sustainability.

Chesterfield Football Club:

The number of pupils attending the sessions has stayed at a constant level for boys. An increase in girls' attendance has been noted since the focus for the sessions has altered. The children are very positive about the new programme with CFC and enjoy taking part in the activities. Pupil voice shows that pupils are attending the sessions because of the football club working in affiliation with the school.

There has been discussion over lesson plans that are provided by CFC to the PE subject leader and a meeting to discuss the sports that are being taught in the after school sessions. The meeting at the end of the Spring term was positive. CFC has been completing lesson plans for the coming terms for extra- curricular activities. The programme now supports

mastery of fundamental skills. There has been a newly designed planning format and a folder of information is to be compiled for all staff to access to see the planning that has been completed.

Premier Sports:

Children have attended the Cheerleading breakfast club throughout the year. The uptake has been predominantly girls (8 children at present). The children have been positive about the cheerleading sessions and explained that they get to complete a wide range of games, dances, activities and team teaching activities. The children are eager to attend. There are more children from KS1 in attendance than KS2.

Change 4 Life Club:

Pupils in Y6 have taken part in a training session to develop their knowledge of Change 4 Life and its principles. Children say the sessions were fun and engaging and they are now confident to share skills with other pupils in Y3 and 4. The sessions led to a meeting with the Headteacher to share key principles. The pupils have planned, with the support of a teacher, the reward system and what the children will be completing. This will be commencing in Summer term 2 for 20 pupils in Y3 and 4. Impact will be monitored at the end of the Summer term.

2. The profile of PE and sport being raised across the school as a tool for whole school improvement

Planning formats have been implemented by all staff. Pupils are clearly identified and there are strong curricular links on a medium term basis. Staff meeting time has been allocated for the subject leader to share planning formats. Planning workshop time has been allocated for staff to plan units with the support of Liz Richards and the subject leader.

Assessment has been supported through the use of I-pads. Relevant and useful information has been collected. I-pad data has been shared with children to encourage self-assessment and evaluation of their learning. Photographs and videos have been used as a source for writing and discussion. All staff are now using I-pads regularly to record evidence to support assessment. The photographs and video evidence makes up the standards file for Physical Development. The Physical Education standards files continues to be collated to match those pupils that are emerging, expected of exceeding in line with Assessment without Levels.

Impact:

PE lessons that have been observed are consistently good. Through discussion with staff, staff feel confident teaching PE and their subject knowledge of games has improved. Staff show a clearer understanding of the progression of skills for their year group and have used new supporting documentation as provided from training courses (Skills 2 Play) to support their planning. Staff say they feel more confident in the delivery of games lessons.

Assessment data shows an increase in the percentage of children meeting age related expectations or above age related expectations in Games, based on last years' final assessment criteria. KS2 Pupil Voice indicates an increase in enjoyment of PE Lessons. The long term plan shows a wider range of sporting opportunities are on offer during PE lessons and in competitive fixtures e.g. Cricket (Previously: football, tag-rugby, hockey, tennis and athletics).

3. Increase confidence, knowledge and skills of all staff in teaching PE and sport.

Throughout the 2015-2016 academic year Calow has put in place measures to ensure a continued transition to the new National Curriculum and assessment without levels. As part of this we used Sport Premium to employ Liz Richards as PE specialist for half a day a week to work with 3 identified members of staff.

Assessment continues to be supported through the use of I-pads and Frog education programme. In order for the extra-curricular sessions to be more effective for staff CPD, staff are encouraged to take part in sessions and complete an evaluation to evidence the impact that coaching has on their own teaching.

All staff have access to Top Sport CPD website resources. These have been utilised with some members of staff to support teaching and learning. Impact is positive in terms of STEP progression to support differentiation for all pupils. This is evident in planning and teaching of Games. The cards have also been shared with Chesterfield Football Club to develop their teaching to match Ofsted criteria. The cards are aimed at KS2 pupils and mainly identified for use in PPA sessions.

Impact and sustainability:

Teachers using skills progression documentation for reference and guidance to good effect. This is evident through planning scrutiny across year groups. Throughout the year teachers' subject knowledge has further developed. Teachers continue to be confident in meeting the needs of all ability children in lessons. This has been observed in sessions by the subject leader, Liz Richards and the Headteacher.

Ongoing CPD continues to support the development of the Subject Leader and non-specialist teaching staff by way of access to PE & Games courses e.g. Matalan Top Sport, site visits from CPD advisers, Chesterfield Football Club and Derbyshire County Council Playground development and support.

Pupils are encouraged to think about fundamental skills in a range of sporting contexts. The Top Sports and Calow's teaching programme supports attainment of all pupils and inclusion features heavily. The cards have allowed for open ended tasks and questioning to be used as staff plan units of work that link with key School Improvement priorities.

4. Increased participation in competitive sport

A portion of our Sport Premium affiliates the School with the Chesterfield School Partnership initiative. Being part of this partnership during this academic year has been beneficial to newly appointed teachers and the PE Subject leader, as they have been able to gain support and professional development.

Pupils have taken part in a range of different sporting events throughout the year with a wider emphasis on variation and inclusivity for all pupils. Examples include:

Date	Competition	Year group
29.4.16	Travel Ambassador Conference	4 x Y5 pupils
4.5.16	Infant Agility	Year 1
20.5.16	First Aid World Attempt	Year 5
24.5.16	Swimming	Year 5
8.6.16	Kwik Cricket	Year 6
17.6.16	Mini Tennis	1 team
22.6.16	Quad Kids	Year 3 or 4
30.6.16	KS1 Rio Carnival	Year 1 or 2
18.7.16	Netball Qualifier	Year 5 and 6 mixed team.

Impact and sustainability:

An increased number of children are participating in intra & inter school sports competitions. Children who have been involved in the competitions have developed skills in team work, sportsmanship and become motivated to succeed for their year group and School. Y6 pupils who attended the Change 4Life Champions Conference at Queen's Park, delivered an assembly on the key messages of change 4 life.

Further development

- Monitor the use of target setting during lessons for individuals to ensure all pupils are aware of next steps in learning.
- Develop the use of extra-curricular activities to ensure effective CPD for staff.
- Complete a teaching assistant audit of skills in order to support their professional development.
- Implement travel ambassadors for the new academic year.
- Monitor the implementation of the Change 4 Life Club with pupils in Y3 and 4.